

S.C.
LD270.06
.B81
1994-95
c.1

STA
COLLEGE

1994 - 95 Catalog



A Senior Unit of the University System of Georgia

Digitized by the Internet Archive
in 2011 with funding from
LYRASIS Members, Sloan Foundation and ASU Foundation

S.C.
LD270.06
B81
1994-95
C.1

Augusta College

*A Senior Unit of the
University System of Georgia*

General Catalog No. 65

1994-95

REESE LIBRARY - AUGUSTA COLLEGE

Augusta College
Augusta, Georgia 30910

Augusta College is an equal educational opportunity institution in that no person shall, on the grounds of race, color, sex, creed, national origin, or handicap, be excluded from participation in or be otherwise subjected to discrimination by any educational program, activity, or facility. This is in compliance with Title VI of the Civil Rights Act of 1964. An affirmative action, equal opportunity institution.

This catalog is intended primarily to guide the Augusta College student through his or her chosen academic program. Although the college takes pride in a good student advising system, the individual student bears the main responsibility for his or her program and this catalog should be the basic source of information. It is hoped that prospective students, parents, and high school counselors also will find the information useful.

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this catalog will ordinarily be applied as stated, Augusta College reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar.

Photographs by Tim Conway Photography



A MESSAGE FROM THE PRESIDENT

Metropolitan, student-focused, quality-driven, dedicated to excellence in teaching and enrichment of the Augusta community: this is Augusta College. Students here are young and old, traditional and nontraditional, diverse in backgrounds, united in their aspirations for learning and success.

Augusta College is a place where education is taken seriously. The programs described in this catalog are designed to develop knowledge and abilities that will hold you in good stead through a lifetime of learning and career development.

Our faculty members, who come from throughout the United States and abroad, are highly qualified. Our classes tend to be small in size but large in their quality of teacher-student interaction. On our campus, attractively situated in the historic Summerville district of Augusta, you will find a full range of services and student opportunities.

Whether you are a new student, a returning student, or just someone who wants to know more about us, we are pleased by your interest in Augusta College.

If you have any questions about our programs or services, please consult the directory of administrative offices at the back of this catalog. Our Office of Admissions (706-737-1632) stands ready to answer any inquiries related to admissions criteria, enrollment procedures, or transfer credit.

Sincerely yours,

William A. Bloodworth, Jr.

William A. Bloodworth, Jr., Ph.D.
President

Contents

| | |
|--|-----|
| Introduction to Augusta College | 1 |
| How to Enroll at Augusta College | 11 |
| Academic Handbook..... | 37 |
| Academic Programs | 83 |
| Course Descriptions..... | 174 |
| Directory of Augusta College Personnel | 258 |
| Directory of Administrative Offices..... | 268 |
| Index | 271 |

| | |
|---------------------------------------|-----|
| School of Arts and Sciences | 61 |
| Anthropology | 84 |
| Art | 85 |
| Biology | 88 |
| Chemistry | 90 |
| Communications | 94 |
| Computer Science | 99 |
| Core Curriculum / B.A. and B.Sc. | 101 |
| Criminal Justice..... | 103 |
| English..... | 109 |
| French | 114 |
| General Studies..... | 116 |
| Gerontology..... | 117 |
| History..... | 120 |
| Humanities | 123 |
| International Studies | 124 |
| Mathematics..... | 125 |
| Military Science | 131 |
| Music..... | 134 |
| Nursing..... | 139 |
| Paralegal | 140 |
| Physical Science..... | 141 |
| Physics..... | 143 |
| Political Science..... | 145 |
| Pre-Engineering..... | 109 |
| Pre-Forestry | 114 |
| Pre-Law..... | 124 |
| Pre-Medical..... | 128 |
| Pre-Optometry | 140 |
| Psychology..... | 150 |
| Social Work..... | 158 |
| Sociology..... | 159 |
| Spanish | 161 |

| | |
|--|----|
| School of Business Administration..... | 63 |
| B.B.A Programs | 64 |
| M.B.A. Program..... | 66 |

| | |
|-------------------------------------|-----|
| School of Education | 69 |
| Admission, Graduate | 11 |
| Administration and Supervision..... | 83 |
| Counselor Education..... | 102 |
| Early Childhood | 106 |
| Health and Physical Education..... | 118 |
| Instructional Supervision..... | 124 |
| Middle Grades | 129 |
| Science Certification..... | 69 |
| Secondary Education | |
| Biology | 89 |
| Chemistry | 93 |
| History | 121 |
| English | 113 |
| M.Ed. | 155 |
| French | 115 |
| Mathematics | 126 |
| M.Ed. | 156 |
| Music | 137 |
| Physical Science | 142 |
| Physics | 144 |
| Political Science | 149 |
| Social Science M.Ed. | 157 |
| Spanish | 163 |
| Special Education | 164 |
| Specialist's Programs | 170 |
| Student Teaching Admission | |
| Requirements | 78 |
| Teaching Certificates | |
| Renewal/Reinstatement..... | 79 |
| Teacher Education Program..... | 77 |
| Teacher Education Admission | |
| Requirements | 78 |
| Teacher Support Specialist | 172 |
| Vocational Education | 172 |

SERVING GEORGIA, THE NATION, AND YOU

An Introduction to Augusta College

The principles of equality and opportunity that animated the American Revolution are at the root of Augusta College's historic mission. In 1783 the state of Georgia was newly free of British rule and undertook a broad effort to extend educational opportunity throughout the state. One of the first steps was to charter the Academy of Richmond County. The Academy offered secondary diplomas and post-secondary instruction which prepared students for their junior year at major American universities. In 1925 post-secondary instruction was assigned to the newly formed Junior College of Augusta, which remained on the Academy campus until 1957, when it moved to its new campus on "The Hill" under the name of Augusta College. Since then, the college has added an exceptionally broad range of graduate and undergraduate programs to serve students and the community. Through all these years, the college has been known for its dedication to expanding educational opportunities for people of all ages and backgrounds, with a special emphasis on service to Georgians in the Central Savannah River Area. We express this dedication in our mission statement, which is the central point of reference for all our academic and other programs:

Augusta College is committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate which fosters humane values and a life-long love of learning.

Academic Programs at Augusta College

In fulfilling its mission, Augusta College offers an exceptionally wide range of programs to serve the spectrum of interests of regional, national, and international students. The college maintains its high standards for these programs through a system of continuing self-study and regular consultation with professional associations. As a result, the college has maintained a fine reputation for sending its graduates on to competitive graduate schools and distinguished careers in business and the professions.

Accreditations

Augusta College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate's, Bachelor's, Master's and Specialist's degrees. All teacher education degree programs for elementary, special, secondary, and K-12 teachers, administrators, supervisors, and reading teachers are approved by the Georgia Professional Standards Commission and accredited by the National Council for Accreditation of Teacher Education (NCATE). The nursing program is accredited by the National League for Nursing and approved by the Georgia Board of Nursing. The music programs are accredited by the National Association of Schools of Music.

Cultural and Entertainment Programs

A wide spectrum of cultural and entertainment programs is provided for students through the dance-concert series, film series, and Lyceum series. Outstanding members of the creative and performing arts are brought to campus to enrich the

educational, personal-social, and cultural components of the student life. These programs are funded by Student Activity fees.

Interdisciplinary Lecture Series: Each spring Augusta College undertakes an inter-disciplinary educational program called the Cullum Lecture Series. Students and faculty from across the campus bring their diverse interests and skills to bear on one subject. The series often deals with other cultures, focusing on a specific country through visiting scholars, films, theatrical productions, and art exhibits. Occasionally, the program's format is modified to include a study of our own culture and society. Some students sign up for special courses offered by their major department. Others choose to come only for the exhibitions and special lectures. This program has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. It is made possible by a grant from the Cullum Foundation of Augusta and is open to the community.

Lyceum Series: Historically, the Lyceum was the place in Athens, Greece, where Aristotle taught and interacted with his students. The Lyceum was the scene of intellectual excitement and stimulation. The teacher, Aristotle, was the finest in the ancient world; the curriculum was the sum total of human knowledge. The Augusta College Lyceum Committee was formed with the spirit of the ancient Lyceum in mind. The committee presents to the Augusta College community the finest in stimulating and entertaining lectures, debates, and plays. Every year the committee spends long months planning and preparing its presentation to the college community. The result has been a series of uniformly high quality programs funded by Student Activity fees.

Film Series: Each quarter from September through May the college presents up to ten films of outstanding international reputation. Most have been unavailable in local theaters or rental outlets. The series thus provides film students and film lovers with an invaluable opportunity to study the art of cinema.

Athletics

Augusta College is affiliated with the National Collegiate Athletic Association (NCAA Division II) and is a member of the Peach Belt Athletic Conference. Augusta College supports men's teams in baseball, basketball, cross country, golf (Division I), soccer, and tennis. The college supports women's teams in volleyball, basketball, softball, tennis, and cross-country. An intramural sports program is offered throughout the school year for both men and women, with a variety of sports being offered each quarter.

Study Abroad

The University System of Georgia provides a multitude of opportunities to study abroad while earning academic credit toward degree requirements at your home campus. Each summer, individual institutions in the University System offer programs in many specific countries around the world. There are also quarter, semester and academic year opportunities in several countries in Western Europe.

Studying abroad enables students to increase knowledge of a foreign language, provides the opportunity to gain insights into and appreciation for the cultures and institutions of other peoples, facilitates the development of relevant career skills, and contributes to personal maturity, a sense of independence, self-knowledge, and confidence.

These programs are open to all undergraduate students with a minimum cumulative GPA of 2.5; however, certain programs may require a higher GPA

and completion of prerequisites. Graduate students are required to have a 3.0 GPA. Augusta College students who are eligible for financial aid may use that aid toward these programs. For further information, contact Dr. J. Sandarg, Department of Languages and Literature (737-1500), or write the Regents Global Center at P.O. Box 4045 Atlanta, Georgia 30302. Telephone: (404) 651-2950.

Child Care Service

The Hourly Child Care Service, located adjacent to campus, is open to the children of Augusta College students, faculty and staff for up to four hours of daily care. Children are enrolled on a quarterly basis at a nominal hourly fee. The center is open during classes from 7:50 a.m. - 8 p.m. Monday through Thursday, and from 7:45 a.m. - 4:00 p.m. on Friday. Phone: 737-1457.

The Career Center

The Career Center provides job placement and career information assistance to currently enrolled students and alumni of Augusta College. Some of the major programs and services offered by the office include:

- Job listings on full- and part-time, seasonal, and temporary job vacancies and internship opportunities.
- A resumé/cover letter critiquing service.
- A computerized resumé referral for registrants.
- Coordinating on-campus recruiter interview visits.
- Seminars on resume writing, interviewing, and preparing for the "job search."
- A "Nuts and Bolts" seminar for seniors, post baccs, alumni, and graduate students.
- A credentials reference service for teacher education majors.
- Employer Expo, an annual fall "job fair" for students/alumni.
- "Options in Education," an annual spring career fair.
- Annual "Resumé Book."
- Extensive libraries of employer and career information.

Services of the office are available one evening a week and by appointment for those who work during the day. The office is in Boykin Wright Hall, phone 737-1604.

Cooperative Education: Work in Your Field of Study

Cooperative Education is an academic program which provides opportunities for students to gain work experience that is related to their academic majors. The structured program is designed to make a student's educational program more meaningful by integrating classroom theory with supervised practical work experience in business, industry, government, educational, and service organizations. These are paid positions.

Students are eligible for the Cooperative Education program if they are U.S. citizens, have at least a 2.5 GPA and 30 credit hours or more, and are taking 10 or more hours per quarter. Most positions are in the CSRA and allow the student to work part-time as a Co-op while attending school full-time. Positions that alternate between quarters of full-time work and school are also available.

Contact the Career Center (737-1618) for program details.

Counseling

The Counseling and Testing Center strives to promote services for personal growth and development. The Center can help you choose an appropriate college major, develop effective study and test-taking skills, and solve personal, academic, or vocational problems. Other Counseling and Testing Center services include peer support for the mature returning student and individual and group counseling.

One prominent service of the Center is career exploration and development. Various tests are available to help you select a major, choose a career, evaluate study habits and attitudes, and assess personality and values. Computer-assisted career assessment and information packages are also on hand to help you identify special attitudes, abilities, and areas of interest.

A complete library of information on a wide range of career-related subjects offers the opportunity to find out more about specific careers and occupations, including educational requirements, working conditions, opportunity for advancement, financial outlook, etc. A qualified counselor is available to assist in interpreting test information and to help you find the best way to achieve career objectives.

The Center administers the Institutional Admissions Testing Program (SAT), the American College Testing Program (ACT), The Regents' Testing Program, the University System of Georgia Collegiate Placement Examinations (CPE), and other institutional testing programs. It also schedules and conducts national testing programs such as the National Teacher Examination, Graduate Record Examination, Law School Admissions Tests (LSAT), Graduate Management Admission Test (GMAT), Medical College Admission Test, Miller Analogies Test, College Level Examination Program (CLEP), and the American College Testing-Proficiency Examination Program.

All counseling services are free to Augusta College students, and all interviews and test results are completely confidential.

Computer Facilities

The information technology resources available to the college community are rapidly expanding. ACNET, the Augusta College Network, is a campus-wide fiber optic network linking five student microcomputer laboratories, academic and administrative offices, and Reese Library. ACNET provides access to PEACHNET, the University System of Georgia's state-wide network, which provides access to computing resources at other institutions within Georgia and to Hewlett-Packard 9000, DEC VAX 4000 and 6210, and IBM RS6000. Additional computing resources are provided by Sun workstations, network file servers, and a CD-ROM server.

The college provides special training on campus-specific software packages, electronic mail, and other resources through a combination of periodic seminars and individual instruction. This training is provided free of charge.

In addition to a student help desk to assist students with the standard software packages used in most classes, the college provides special training on campus-specific computing issues as needed. Quarterly seminars on popular microcomputer software packages are also provided at no charge to faculty and staff.

These services, along with ACNET, are administered by the Office of Computer Services, located in Hardy Hall. The Office provides computing support for instruction, research, and administration. The staff, made up of professionals and supplemented by student assistants, supports the students, faculty, and college staff as they strive to use today's technology in their daily routines. Support is

offered through a variety of services, but primarily through the Student Help Desk and a Faculty/Staff Help Desk. The Faculty/Staff Help Desk is in Hardy Hall and is staffed from 7 a.m. until 9 p.m. daily (Friday 7 a.m. — 5 p.m.) by professionals who can either help resolve reported problems immediately or route them to someone who can.

The Student Help Desk offers laser printing, one-on-one help for students, and telephone support for the other student labs. It operates in Hardy Hall daily (8 a.m. — 4:30 p.m.). In the evenings and on weekends, it operates on the third floor of Reese Library, where it keeps the same hours as the Library.

Student Government

The Student Government Association exists to provide a mechanism for student input into the decision-making process of the college, and to promote programs and activities of interest to students.

The SGA is composed of an executive, a legislative, and a judicial branch, as well as a Student Union Board. The executive branch comprises the offices of president, vice president, and secretary/treasurer, who are responsible for coordination of various committees and activities. The Student Senate, composed of representatives from each academic department, serves to funnel student feelings and make known student interests. The Student Union Board coordinates all campus social functions. The Student Judicial Cabinet renders judgment in cases referred to it by administrative officials, as well as in cases of students' appeals of traffic citations. The Interclub Council of Presidents and Advisors provides support and networking opportunities for the leadership of chartered student organizations.

Copies of the Student Government Constitution are available in the Student Government Office and the *Jaguar* student handbook.

Student Publications

The *Bell Ringer* is the official student newspaper. It is published weekly by a student staff. *Sand Hills* is the student literary magazine. It is published annually by a student staff. *Jaguar* is the student handbook. It is published annually by the Student Activities Office. Plans are also underway to publish an Augusta College magazine. These publications are funded by Student Activity fees.

College Activity Center

The College Activity Center, housed in a modern and attractive building, serves to complement and enrich student life at Augusta College through an organized program and varied facilities. The first floor contains the cafeteria, the snack bar area, and the college bookstore. The second floor houses the student lounge with large-screen TV, game rooms, large and small group meeting areas, and offices for Student Activities, the Student Government Association, and student publications. The third floor houses offices for the START UP Center. The Towers Room occupies the fourth floor of the Center.

College Art Galleries

The Fine Arts Center building and the Maxwell Performing Arts Theatre each have an attractive art gallery that displays works by visiting artists, art faculty members, and art students. Exhibitions run from September to June. Both art galleries are funded by student activity fees.

Maxwell Performing Arts Theatre

The Grover C. Maxwell Performing Arts Theatre is a center of cultural activities for the entire community. Concerts, recitals, and other events sponsored by the Department of Fine Arts are held regularly in the theatre, which is also the home of the Augusta Symphony Orchestra, Storyland Theatre, and the Augusta College Theatre. The college Lyceum Series brings plays, musical performances, dance troupes, and prominent lecturers to the theatre, which also houses an art gallery for exhibits by visiting artists.

Cullum Visiting Scholar Program

The Cullum Visiting Scholar program was initiated in January 1968 following announcement by the Cullum Foundation of an annual gift to the college to enable it to invite to the campus outstanding men and women who are widely known in their fields. The visiting scholars provide lectures, seminars for faculty and students, addresses to the student body and the public, and conferences in their fields of expertise.

The Reese Library

Reese Library, the information center of Augusta College, provides a wide variety of services that promote the educational purposes of the college. A collection of over 400,000 volumes, including an extensive collection of government documents and almost 1200 current periodical subscriptions, supports student learning and research. There are quiet study areas, conference rooms, a curriculum laboratory, photocopiers, CD-ROM databases, and computer laboratories.

ATLAS, the library's catalog, is fully computerized and provides access to information about most library materials. Searching is available at terminals in the library and at various campus locations. For students with personal computers, remote access to ATLAS is also obtainable. Materials from other libraries may be accessed through the interlibrary loan service.

For assistance, professional librarians are available in the reference room at all times. Library tours and orientations are provided for classes and individuals.

The building is named for Dr. and Mrs. John T. Reese, parents of alumna Katherine Reese Pamplin. The three-story, 80,000 square-foot library has a seating capacity of 1,000. The library is open 85 hours a week during the academic quarter.

Media Services Center

The Media Services Center, a part of the Reese Library, is located in Hardy Hall (phone 737-1703). Dedicated to serving the college's audio-visual needs, the Media Services Center includes the Learning Center, the television studio and audio production facilities.

The Learning Center houses a media library with over 3,000 titles, many of which may be checked out overnight. These titles include videotapes, audio tapes and slide shows which can be viewed at one of 50 individual study carrels. Two viewing rooms can be scheduled for group viewing.

Instructional support services include the delivery of equipment and programs to the classrooms, an equipment check-out system for students, faculty and staff, audio and video cassette duplication, and production of presentation materials using videotape, audiotape, 35mm slides, prints and scanned computer images.

Continuing Education

Augusta College offers a wide variety of short courses, conferences, lectures, workshops, and seminars designed for the general public. There are no admission requirements to these non-credit programs.

The Division of Continuing Education can also design training and professional development programs for business and industry, as well as coordinate state and regional conferences.

The Continuing Education Unit is awarded for satisfactory completion of a professional development program. Permanent records are maintained by Continuing Education and transcripts are available upon request.

For further information write the Division of Continuing Education or call (706) 737-1636.

Student Organizations

Contact the Office of Student Activities, College Activity Center, second floor, for additional information on the following organizations or assistance in forming a new club. Phone: 737-1609.

Accounting Club— The Accounting Club promotes exposure to practical accounting skills through guest speakers, the accounting internship program, and other educational opportunities.

Alpha Kappa Alpha— Alpha Kappa Alpha is the first Greek letter sorority founded by black women in 1908 at Howard University. The purpose of Alpha Kappa Alpha is to cultivate and encourage high scholastic and ethical standards, to promote unity and friendship among college women, and to study and help alleviate problems concerning girls and women, to maintain a progressive interest in college life, and to be of service to all mankind. Alpha Kappa Alpha is a member of the National Pan-Hellenic Council. Mu Zeta Chapter of Alpha Kappa Alpha was chartered in 1978 at Augusta College.

Alpha Kappa Delta— Alpha Kappa Delta is the International Sociology Honor Society. This organization is a non-secret, democratic, international society of scholars dedicated to the ideal of Anthropon Katamanthanein Diakonesein or "To investigate humanity for the purpose of service." The purpose of this society is to promote an interest in the study of sociology, research of social problems, and such other social and intellectual activities as will lead to improvement in the human condition.

Alpha Mu Gamma— Augusta College was granted a charter in Alpha Mu Gamma, a national collegiate foreign language honor society which seeks to recognize achievement in the field of foreign language study.

Anthropology Club— The purpose of this club is to promote interest in anthropology on the Augusta College campus and in the community.

Association for Computing Machinery— The Augusta College Student Chapter of the Association for Computing Machinery was chartered in 1981. The chapter was organized and operates exclusively for educational and scientific purposes. The chapter promotes a greater interest in computing machinery and an increased knowledge of the science. Any full-time student at Augusta College may become a member.

Beta Beta Beta Biological Honor Society— The Kappa Kappa Chapter of Tri-Beta promotes interest and excellence in biology. Members are selected on the basis of interest and outstanding academic performance in biology. The chapter sponsors tours for area schools, a series of films, and speakers of interest to the college.

community and provides tutoring and other voluntary services to the department.

Black Student Union— The purpose of this organization is to promote the history and culture of Black Heritage. The Black Student Union sponsors speakers and Black Cultural Activities. The organization is open to all interested students.

Campus Outreach— Campus Outreach is a student-led nondenominational Christian organization that serves as a means of fellowship and outreach for the Augusta College campus.

Cheerleaders— The AC Cheerleaders were formed to support athletic events, as well as represent the college around the community. Tryouts are held in fall and spring.

Chemistry Club— The Student Affiliates of the American Chemical Society has its goal to foster interest in chemistry and to promote companionship among students majoring in chemistry or related fields. Members of the club are available as tutors.

Choirs— The Augusta College Choir and Chamber Choir are open to all students with tryouts held at the beginning of each quarter. The choirs perform music in many styles, and tour area high schools, surrounding colleges, nearby cities, and occasionally foreign countries.

Christian Bible Fellowship— The purpose of this organization is to educate the students of Augusta College about the Bible through study, talks, and other literature.

Circle K International— The world's largest collegiate organization dedicated to service, leadership, and personal development. Circle K is a member of the Kiwanis family. There are nearly 15,000 Circle K'ers worldwide who work together with their counterparts, Key Club in high school and sponsoring Kiwanis Clubs. Circle K's motto is "we build."

College Republican Club— The College Republican Club fosters the development of political skills and leadership abilities among Republican students as preparation for future service to the community.

Concert Band— The Augusta College Concert Band is open to all qualified students who wish to perform band and wind ensemble music. Quarterly concerts and off-campus tour programs are performed annually.

Counselor Education Organization— Provides an avenue for promoting educational, social, and community and state involvement in the field of counseling for graduate students with interest in or admitted to the Counselor Education Program.

Delta Chi— Delta Chi Fraternity is a member of the Interfraternity Council, believing that great advantages are to be derived through a brotherhood of college and university men, appreciating that close association may promote friendship, develop character, advance justice, and assist in the acquisition of a sound education.

Delta Sigma Theta— The purpose of the organization is to promote public service and academic excellence among its members and in the community.

Drama Guild— The Augusta College Theatre stages one production each quarter, with membership open to all interested students. In addition to perfection of acting techniques, students learn set design, makeup technique, and business management.

English Club— The English Club provides an academic, artistic, and social meeting of like minds, and an avenue for a more Socratic relationship with the faculty.

Georgia Association of Nursing Students (GANS)— This organization aids in the preparation of student nurses for the assumption of personal, social, and professional responsibilities.

Higher Taste— The Higher Taste Club aims to educate students, faculty, and the Augusta College community at large about vegetarianism. It serves as a support group for vegetarians and gives non-vegetarians an opportunity to learn about vegetarianism.

History Club— The History Club seeks to create an informal and, at times, formal forum for the exchange of ideas; to sponsor dialogue among students, and the professional and the student for the purpose of broadening perspectives of knowledge; and to assist in bringing the college community a further awareness of scholarly achievement.

International Club— This organization creates a connection with the respective cultures represented and broadens the information horizon at AC. They articulate the problems of international students as they manifest themselves in the social, economic, and educational spheres and assist prospective and enrolled foreign students at Augusta College.

Jazz Ensemble— The Augusta College Jazz Ensemble is open to all AC students interested in promoting jazz and gaining experience by performing. Membership is by audition.

Le Cercle Français— The purpose of this organization is to stimulate an interest in the language, literature, and culture of French-speaking countries and to provide a forum for encounters between Augusta College students and members of the local French community.

Los Amigos Hispanos (Spanish Club)— The purpose of Los Amigos Hispanos is to stimulate an interest in the language, literature, and culture of Spanish-speaking countries and to foster a deeper understanding of other peoples and international friendship.

Martial Arts— The purpose of this club is to promote cooperation between the different styles of martial artists and systems, to promote awareness of martial arts facts, to use martial arts for civic improvements, and to form a competitive team.

Math Club— The Euclidean Society is open to all Augusta College students who are interested in mathematics. The society provides special programs, films, and guest speakers and has as its purpose broadening student interest and knowledge of mathematics.

Newman Club— The Newman Club fosters the spiritual, intellectual, and social interests of Augusta College students through social apostolate activities, Bible study, retreats, and Catholic fellowship.

Oriental Arts and Cultural Club (OACC)— This organization strives to educate, introduce, and exhibit art, music, drama, dance, and other cultural manifestations of oriental countries to Augusta College students and faculty.

Phi Beta Lambda— Phi Beta Lambda helps prepare any interested students for careers in business and industry or for careers in business education. The Zeta Psi Chapter participates in campus events, gets involved in community service projects, and competes in business contests at state and national conferences with colleges from across the country.

Phi Kappa Phi— The Augusta College Chapter of Phi Kappa Phi National Honor Society seeks to promote excellence in scholarship at Augusta College. Members are selected on the basis of outstanding academic achievement.

Physics Club— This organization provides opportunities for students interested in

science to associate with peers; travel to industries, research centers, other universities; perform research/technical development; and associate with professionals.

Political Science Club— The Political Science Club, organized and chartered in 1969, is open to all students interested in political science. The club sponsors speakers on various phases of political activity.

Psi Chi— The purpose of the Augusta College Chapter of Psi Chi, the National Honor Society in Psychology, is to encourage, stimulate, and maintain scholarship in the science of psychology. Members are selected from outstanding psychology majors and minors on the basis of academic performance and high personal standards.

Ranger Club— The Ranger Club is open to all students enrolled in a Military Science class and to prospective Military Science students. Its purpose is to enhance leadership development through training in military-related skills and support of campus and community activities. Members of the club are eligible for participation in many adventurous activities throughout the year. Ranger Club members share a strong sense of camaraderie and esprit de corps which are hallmarks of the elite United States Army Rangers.

Rowing Club— The Augusta College Rowing Club, organized in 1988, is a collegiate-level club sport. Members of the club row for fun and skill development, participating in a variety of collegiate regattas.

Science-Fiction/Fantasy Club— The club's purpose is to take a look at science fiction and fantasy as literature, while promoting creative thought.

Sociology Club— The Sociology Club encourages student participation in activities that promote the study of the social aspects of human life.

Student Ambassador Board (SAB)— SAB, organized in 1983, is a select group of students, who have been recommended for membership by AC faculty, administrators, or SAB members. The board provides avenues for student service to the AC Alumni Association and the college, serves as a medium for developing leadership abilities, and provides community diplomacy at AC.

Student Art Association— This organization promotes the visual arts at Augusta College by sponsoring related social and educational experiences.

Student Georgia Association of Educators— The Geraldine Hargrove Chapter of the Student Georgia Association of Educators is an organization open to college students enrolled in programs of preparation for professional certification to teach. It is affiliated with both the Georgia Association of Educators and the National Education Association.

Wilderness Club— This organization is designed for those students, faculty, and alumni who enjoy the outdoors. Activities range from backpacking to scuba diving, canoeing to repelling.

Zeta Tau Alpha— Eta Mu Chapter of Zeta Tau Alpha is a national social fraternity for women and is associated with the National Panhellenic Conference. The Augusta College chapter has repeatedly received national recognition for excellence.

HOW TO ENROLL AT AUGUSTA COLLEGE

The Admissions staff extends best wishes for the new academic year. We encourage you and your family to visit the campus. Our office hours are from 8:00 a.m. to 6:00 p.m. Monday - Thursday and from 8:00 a.m. to 5:00 p.m. on Fridays, plus 9:00 a.m. to 1:00 p.m. the first Saturday of each month. Augusta College offers the unique advantages of outstanding academic programs, a convenient location, flexible scheduling, and very affordable cost. Our faculty members truly enjoy teaching and sincerely endeavor to assist all students in obtaining their educational objectives. You may learn more about the Augusta College advantage by scheduling an appointment with an Admissions Representative at (706) 737-1405.

—Sam McNair, Director of Admissions

Step 1: Study Our Admissions Requirements

Admissions requirements depend on the degree and program you wish to enter. For freshman admissions, further information is available from the Office of Admissions. (See above for hours and phone number.)

Graduate Admissions Requirements

If you wish to apply for graduate studies, you should begin by consulting with the chair or admissions adviser in the department you wish to enter. The documents you will need are listed below under "Step 2: Prepare Your Application Materials." Other admission requirements are listed under the individual programs in the "Academic Programs" section of this catalog.

Admission to School of Business Administration and School of Arts and Sciences: See specific program listings.

School of Education Admissions: Admission to the program requires an undergraduate degree from a regionally accredited college or university; a 2.5 GPA (on a 4.0 scale) in all undergraduate work attempted; scores of 400 each on the verbal and quantitative subtests of the GRE, or an acceptable score on the Miller Analogies Test; and, normally, a personal interview. Applicants with unacceptable GPAs and/or scores may be admitted provisionally if the GPA is at least 2.20 and the verbal and quantitative GRE subtest scores are each at least 350. To gain regular admission, they must complete 15 hours of AC graduate work with no grade of less than "B."

Students *provisionally admitted* to master's degree programs must complete 15 consecutive hours of graduate work at Augusta College with no grade of less than "B" prior to regular admission. If a grade of "C" is received, the next three grades received must be "A" or "B" in order for the student to be admitted to the program. Courses taken provisionally with grades of "C" do not have to be repeated, but hours accrued provisionally with a grade of "C" may not be counted in required total program hours.

Freshman Admissions Requirements

Every applicant for freshman admission must be a high school graduate or the equivalent. Applicants with GED certificates must present scores that meet the requirements for the State of Georgia. High school students who receive a "Certificate of Attendance" do not satisfy the graduation requirement. In addition, to gain regular admission to the college, the applicant must have completed the entire College Preparatory Curriculum (CPC) in high school. The required CPC is listed below:

English: 4 Units Required

Mathematics: Algebra, 2 Units Required; Geometry, 1 Unit Required.

Science: Physical Science, 1 Unit Required; Lab Courses, 2 Units Required.

Social Science: American History, 1 Unit Required; World History, 1 Unit Required; Economics & Government, 1 Unit Required.

Foreign Language: The same foreign language, 2 Units Required

Applicants who are admitted to the college but fail to satisfy the College Preparatory Curriculum requirements for English or mathematics will be required to take the Collegiate Placement Exam (CPE, see below) and will be placed according to the results. Applicants who are admitted to the college but fail to satisfy the College Preparatory Curriculum requirements for science, social science, or foreign language will be required to complete, with a grade of C or better, at least one college course in each area of deficiency within the first 45 quarter hours earned. In the case of students who have completed no high school foreign language course, two college courses in the same foreign language will be required, with a grade of C or better in each. No credit earned in these courses will be applied to the requirements of the college degree.

In the determination of eligibility for freshman admissions, the most important consideration is the Predicted College Average. This average represents the academic average that the freshman applicant is predicted to earn at Augusta College. The Predicted College Average is determined by a formula which uses two variables: the high school average computed on academic courses, and SAT (or ACT) scores. Of these two variables, the high school average is the more important and has more weight in the formula. The prediction formula is validated each year to reflect the characteristics and achievements of the entering class of the previous academic year.

Regular Admission: For regular freshman admission, specific requirements are as follows:

Predicted College Average above 2.00 (on a 4.00 scale).

SAT Verbal score of 350+ and an SAT Math score of 350+ or comparable ACT scores.

College Preparatory Curriculum (CPC) must have been completed in high school.

Freshman applicants who show potential but fail to satisfy any one of the requirements above will be required to take a diagnostic examination at the College, the Collegiate Placement Examination (CPE). The Office of Admissions will notify the applicant by mail as to the specific date and time of the College Placement Examination. If this examination indicates the applicant does not have adequate preparation for regular admission to the college, he or she will be offered admission into the Developmental Studies Program. In instances where diagnostic testing indicates the applicant will not be benefited by the Developmental Studies Program, the applicant will be denied admission.

Advanced Placement: A qualified student who has taken college-level work in secondary schools may receive academic credit. Examinations used to determine advanced placement are the Advanced Placement Test of the College Entrance Examination Board and The Achievement Tests in English Composition and Intermediate Mathematics (Level 1). A final determination of credit is made after results have been evaluated by the college.

The Admissions Office or academic department typically recommends a student for advanced placement testing.

Credit by Examination: College credits are traditionally earned through attendance in scheduled classes. However, some courses are amenable to credit by examination. The Counseling and Testing Center will provide a list of tests available for credit by examination.

A student currently enrolled who presents satisfactory evidence that he or she is qualified in a particular subject may receive credit for a course by an examination approved by the appropriate instructional department, or through the College Level Examination Program (CLEP). Satisfactory evidence may be, but is not limited to, work experience, non-credit courses, course work taken at non-accredited institutions, or military courses. There is a \$3 per credit hour fee for credit by departmental examination.

A student may take challenge examinations before enrolling, but will receive credit for courses challenged only after successfully completing ten quarter hours at Augusta College. Courses in which a student is or has been enrolled may not be challenged, and courses which require demonstrations and application of skills (practical, laboratory sciences, and courses requiring field work or performance, for example) may be challenged only with the permission of the chairperson of the department offering the course.

Credit by examination is listed as such on the transcript along with the course number, title, and hours of credit; however, no grade is assigned and the credit is not included in computing the Grade Point Average. Credit by examination is limited to 15 quarter hours in a discipline and 45 quarter hours in the college.

Biology: The student presenting a score of 570 on the CEEB Achievement Test in Biology qualifies for a laboratory examination, and upon satisfactory completion of this examination will be awarded ten hours credit for Biology 101 and 102.

Satisfactory performance on the Advanced Placement Test also is acceptable for the award of credit. If a student wishes such credit for Biology 101 and 102, he or she should see the department chairman.

A qualified student who presents a score of 57 on the PEP Anatomy and Physiology Test, and scores satisfactorily on a departmental laboratory examination in that area, will receive 10 hours credit for Biology 111 and 112.

The student presenting a CLEP General Examination Natural Science test score, at the fiftieth percentile or higher according to the most recent national norms, and a scaled subscore of 50 on the Biological Sciences subtest of that area, will receive general elective credit of five hours in Biology (non-laboratory).

English: The student with demonstrated ability in English is invited by the Department of Languages and Literature to register for English 111, an

honors course in Freshman English. English 111 combines the course work of English 101 and 102 and carries ten quarter hours credit. The decision to invite the student is based on the student's scores on the College Entrance Examination Board (CEEB) Achievement Test in English and the Scholastic Aptitude Test, Verbal, and on demonstrated writing ability. Minimum combined score on the tests is 1150.

A student eligible for the College-Level Examination Program (CLEP) who scores at the fiftieth percentile or higher, according to the most recent national norms on the CLEP General Examination in English Composition, will be permitted to write two essays, written under examination conditions, which will be commonly graded by a minimum of four faculty. A Satisfactory Performance on this test will result in credit for English 101.

A qualified student who presents a letter grade of "C" or better on the American College Testing - Proficiency Examinations Program (PEP) - Shakespeare test will earn five quarter hours for English 455.

A student who scores at the fiftieth percentile or higher, according to the most recent national norms on the Humanities test of the CLEP General Examinations will receive credit for Humanities 323 (five quarter hours). A student who scores 50 or higher on both scaled subscores receives credit for Humanities 222 and 323 (ten quarter hours).

Mathematics: A freshman student who has a combined score of 1200 or better on the CEEB-SATM and the CEEB Mathematics Level I Achievement Test and who has a 3.0 high school average and a course in trigonometry may receive advanced standing credit in mathematics by registering for MAT 109, or MAT 201 or MAT 122 and, if the first grade earned for the course is "C" or better, receive five hours advanced standing credit for MAT 115. The student's degree program will determine the appropriate option.

The qualified student who presents a score at the fiftieth percentile or higher, according to the most recent national norms on the CLEP General Examination in Mathematics, will be granted five hours elective credit in mathematics. (This elective credit is not to be used to satisfy Core Area II requirement.) Those presenting a scaled score of 50 or greater on the CLEP Subject Examination in College Algebra will earn five hours for Mathematics 107.

Physical Science: A qualified student presenting a score at the fiftieth percentile or higher, according to the most recent national norms on the Natural Science Test of the CLEP General Examinations, and a scaled score of 50 on the Physical Science subtest, will receive five hours general electives credit (non-laboratory) in Physical Science.

Social Science: A student presenting a score at the fiftieth percentile or higher according to the most recent national norms on the CLEP General Examination in Social Science will be granted five quarter hours general elective credit in Social Science.

A student presenting a CLEP Subject Examination in General Psychology scaled score of 50 will receive five quarter hours for Psychology 101.

A student presenting a scaled score of 50 on the CLEP Subject Examination in Human Growth and Development will receive five quarter hours credit for Psychology 311.

A student presenting a scaled score of 50 on the CLEP Subject Examination, American History I: Early Colonization to 1877 will receive five quarter hours credit for History 211. (Credit granted by examination does not satisfy

the Georgia State Legislative Requirements regarding the history of Georgia or its constitution.)

A student presenting a scaled score of 50 on the CLEP Subject Examination, American History II: 1865 to the Present, will receive five quarter hours credit for History 212. (Credit granted by examination does not satisfy the Georgia State Legislative Requirements regarding the history of Georgia or its constitution.)

A student presenting a scaled score of 50 on the CLEP Subject Examination, Western Civilization I: Ancient Near East to 1648, will receive five quarter hours credit for History 115.

A student presenting a scaled score of 50 on the CLEP Subject Examination, Western Civilization II: 1648 to the Present, will receive five quarter hours credit for History 116.

A student presenting a score of 50 on the PEP, African and Afro-American History Test, will receive five quarter hours credit for History 376.

A student presenting a scaled score of 50 on the CLEP Subject Examination, American Government test, will receive credit of five quarter hours for Political Science 101. (Credit granted by examination does not satisfy the Georgia State Legislative Requirements regarding the history of Georgia or its constitution.)

Early Admission Requirements for High School Students: Under exceptional circumstances, a high school student may be admitted to Augusta College at the end of his or her junior year. This enrollment is available to the student who demonstrates both academic and social readiness for college. To be eligible for admission consideration, the student must have:

- (1) an overall "B" high school average in academic courses from grades 9-11
- (2) a combined SAT score of 1000 or higher with no score below 410,
- (3) an on-track completion of the College Preparatory Curriculum (CPC),
- (4) a written recommendation from the high school principal or counselor
- (5) a letter of consent from the parent or legal guardian
- (6) a personal interview with a college admissions officer

Joint Enrollment Admission Requirements for High School Students: A qualified high school student may enroll for college courses while completing his or her enrollment in high school as a junior or senior. This type of enrollment is primarily designed to provide the opportunity to take courses not available in the high school curriculum. To be eligible for admission consideration, the student must have completed the sophomore year of high school and have:

- (1) an overall "B" high school average in all academic courses completed
- (2) a combined SAT (or equivalent ACT) score of 1000 or higher
- (3) an on-track completion of the College Preparatory Curriculum (CPC)
- (4) a written recommendation from the high school principal or counselor
- (5) a letter of consent from the parent or legal guardian
- (6) a personal interview with a college admissions officer

If both SAT part scores are above 410, a student accepted into this program will be permitted to enroll in any course for which he or she is prepared. If, however, only one part is above 410, the student will be permitted to take courses only in that field or fields. Under no circumstance will a jointly enrolled student be permitted to enroll in Developmental Studies courses.

Life Enrichment Student Admissions Requirements: A life enrichment applicant is one who files a completed application form, has graduated from high school or the equivalent, has not attended high school or college in the past five years, and

has earned no more than twenty transferable quarter hours (14 semester hours) or college credit.

Although neither the American College Test (ACT) nor the Scholastic Aptitude Test is not required of Life Enrichment applicants, the Collegiate Placement Examination (CPE) will be required for admission consideration. The applicant will be admitted or denied admission to the college based on the results of the exam. If accepted, the student shall complete any Developmental Studies requirements indicated.

Transfer Student Admissions Requirements

An applicant who has previously attended a regionally accredited institution of higher education is considered a transfer student. In general, the primary factor in the admissions decision for a transfer applicant is the academic average at the former regionally accredited institution(s). In addition, under University System Board of Regent's policy a transfer applicant cannot be considered for admission unless the transcript of the college or university last attended shows honorable discharge or unless the officials of the institution last attended recommend the applicant's admission. If two or more calendar years have elapsed since the applicant's dismissal from the last college or university attended, Augusta College may review the application according to its normal procedures.

For unconditional admission to the college, the transfer applicant must have an overall GPA of 2.00 (on a 4.00 scale). However, a transfer applicant may be admitted on a one quarter probationary basis if he or she presents an overall grade-point-average that conforms to the scale below:

| Quarter Hours Attempted | Cumulative GPA |
|-------------------------|----------------|
| 0-24 | no minimum |
| 25-44 | 1.3 |
| 45-89 | 1.6 |
| 90-134 | 1.9 |
| 134+ | 2.0 |

A transfer applicant who has attempted fewer than 45 quarter hours (30 semester hours) of Core Curriculum credit work must also satisfy Freshman Admission Requirements. Those who graduated from high school in Spring, 1988 or later are subject to College Preparatory Curriculum requirements. In addition, the transfer applicant whose only attendance has been at a regionally accredited technical college in a "Non-College Transfer Program" is considered a freshman applicant and must satisfy freshman admission requirements.

Evaluation of Transfer Credit. An evaluation of accepted transferable credits is made by the Office of the Registrar. A complete transfer evaluation report will be mailed to the student once he or she is accepted by the college and all official transcripts have been received from each college previously attended. The basic policy regarding the acceptance of courses by transfer is to allow credit for courses completed with satisfactory grades in other accredited colleges provided the courses correspond in content to courses offered at Augusta College. Additional validation will be required for courses taken at another institution that were previously completed with a penalty grade at Augusta College. In addition, credit earned at accredited technical colleges may not transfer unless the credit was earned in a designated college transfer program.

Transient Student Admissions Requirements

A transient student is a degree candidate at another institution who is granted the privilege of temporary registration at Augusta College. To apply for admission as a transient student you must:

1. File a completed application form.
2. Submit a letter confirming good standing from the registrar of the college in which you are enrolled or matriculated. You can be admitted to Augusta College as a transient student only if you are currently eligible for re-admission to your home institution.
3. Upon acceptance, take your transcripts to the Augusta College department(s) in which you wish to take courses, so that course prerequisites may be assessed. If you wish to enroll in courses for which prerequisites are required you must prior to registration give the department chair transcript(s) showing successful completion of required prerequisite courses. This requirement may be waived only by the permission of the department chair.

As a transient student you will be required to adhere to the same academic standards that govern regularly enrolled students. You may renew your status for additional enrollment periods for a maximum of two quarters per calendar year and for a maximum of three consecutive quarters, by submitting written approval from your home institution and notifying the Augusta College Admissions Office at least 30 days prior to the scheduled registration for the next enrollment period.

Other Non-Degree Admissions Requirements

"Non-degree student" is a classification reserved for the student interested in enrolling at Augusta College for credit without pursuing a college degree. The non-degree student may be a transient student (see above), or a special student. A special student is not a degree candidate at Augusta College or at another educational institution. A candidate for this type of limited enrollment seeks instruction in particular courses for personal or professional purposes. This classification may include post-baccalaureate, post-graduate, and audit students.

If you hold a baccalaureate degree or graduate degree from a regionally accredited college and wish to enroll in undergraduate courses as a non-degree student, then you must request that an official transcript be sent to the admissions office from the college or university which awarded the highest degree.

Each applicant for admission as a special student must (1) file a completed application form, (2) provide evidence of satisfactory past academic work at the secondary or post-secondary level, and (3) satisfy all other admission requirements as determined by the Office of Admissions.

Former Student Readmission Requirements

If you have attended any other college or university since your last enrollment at Augusta College, regardless of how long you have been away from AC, you must re-apply through the Office of Admissions. In addition, you must provide the Office of Admissions with official transcripts of all college work attempted since your last enrollment in Augusta College. Failure to provide required transcripts may result in loss of credit or dismissal from Augusta College.

If you have not enrolled in Augusta College, or attended any other college or university, for four consecutive quarters, you must apply for readmission through the Office of the Registrar at least 30 days before the desired quarter of re-entry. In order to determine degree requirements as a returning student, see the entry for "Graduation Requirements" in the "Academic Handbook" section of this catalog.

Augusta College—Paine College Co-enrollment

Augusta College and Paine College offer co-enrollment for students who want courses that are not offered at the student's home institution during a given quarter or for students who have schedule conflicts that may be resolved by co-enrollment.

If you are enrolled at one institution for the equivalent of at least ten quarter hours of course work you may enroll for five or more quarter hours of course work at the other institution.

Submit your application for co-enrollment to the other institution at least two weeks prior to the scheduled registration date. Applications are available from the Registrar's Office at Augusta College.

You will pay all fees required of a full-time student at your home institution.

If you wish to register for an overload you must satisfy the overload requirements of your home institution.

International Students: Special Requirements

If you are not a U.S. citizen or resident, ask Office of Admissions to send you its special information and application materials for international students. In addition to satisfying the regular requirements for admission, you must provide documented evidence of adequate financial support to meet educational and personal expenses.

If the native language of your country is other than English you must also present evidence that your ability to speak, read and understand English is adequate to undertake academic studies. Scores from the "Test of English as a Foreign Language" are used to determine proficiency. The international student is required to take the Test of English as a Foreign Language (TOEFL). A minimum total score of 540 is required for admission consideration. Test scores should be furnished to the Admissions Office at the time of application.

To see if you are eligible for resident tuition fees, see the paragraph on "International Students" in the "Waivers" section of Step 5 below.

Because additional processing time is required for international students, you should submit the application and all supporting documents at least 90 days prior to the desired quarter of entrance. All correspondence to the college should be sent air mail, and non-English educational certificates and diplomas should include certified English translations. The Certificate of Eligibility (Form I-20) cannot be forwarded to you until an offer of acceptance has been extended.

Step 2: Prepare Your Application Materials

To seek admission to the college, you must file an official application for admission with the Office of Admissions. There is a detachable undergraduate application form at the end of this catalog. If you need another copy, write or visit the Admissions Office in The Benét House, 2500 Walton Way (10), Augusta, Georgia 30910, or phone us at (706) 737-1405. Applications and materials are free of charge.

The Admissions Office or graduate program office must receive the application form and all supporting documents no later than 30 days before the beginning of the quarter in which you wish to enroll. A \$10.00 nonrefundable application fee must accompany the application. A high school candidate may submit an application for admission after the junior year is completed.

Because additional time is required for processing, international student applicants are encouraged to apply well in advance of the application deadline. If you do not register in the quarter for which you are admitted and wish to attend a later quarter, you should inform the Office of Admissions at least 30 days prior to the desired quarter of entrance. If one year has expired since the initial application and you have not yet attended, you must re-apply and re-submit all supporting documents.

Documents You Will Need: Undergraduates

It is the responsibility of the applicant to request that official documents required for admission be sent directly from the previous institutions to the Office of Admissions. Documents that have been in the hands of the applicant, such as student copy transcripts or letters, grade reports, diplomas, or graduation lists are not official. The documents must be issued and mailed directly by the registrar of the previous institution(s) in a sealed envelope. These documents become a part of the applicant's permanent record and will not be returned. Candidates are considered when all required documents have been received. Notification of acceptance is by mail. The Office of Admissions needs the following:

Official Application Form. A candidate seeking admission must file an official undergraduate application for admission prior to the specified deadline. An application may be obtained from the Office of Admissions and local high schools. Care should be taken to read the directions accompanying the application and provide all information requested. An incomplete application will cause delay and may be returned to the candidate.

Application Fee (\$10, Nonrefundable). This processing fee is required from all undergraduate applicants who have not previously enrolled.

Official Transcript(s) of Courses Completed. A freshman candidate should ask his or her guidance department to send an official copy of the secondary school record. A transfer candidate should ask the registrar from each accredited college attended to send an official transcript of grades (a separate transcript from each college). A holder of a GED certificate must request that an official score report be sent to the Augusta College Admissions Office. When an applicant is accepted to the college, a final transcript is required and must be received by the Office of Admissions before the acceptance is final.

Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) scores. A freshman candidate is required to submit SAT scores of the

College Entrance Examination Board (CEEB) or the ACT score of the American College Testing Program. A holder of the GED certificate is also required to submit SAT or ACT scores. A transfer candidate who has earned fewer than 45 quarter hours (30 semester hours) of Core Curriculum credit work must also submit SAT or ACT results. The CEEB college code number assigned to Augusta College is 5336. For information concerning test dates and centers, consult your high school or college guidance office.

Immunization. All new students enrolling in schools within the University System of Georgia are required to provide proof of immunization for mumps, measles, and rubella or to provide a valid reason for exemption. This documentation, including dates of all required immunizations and the signature of a health care provider, must be submitted to the appropriate admitting office prior to registration for classes. Certificate of Immunization forms are available in the Office of Admissions. Failure to meet this requirement will prohibit registration for classes.

Documents You Will Need: Graduate Students

It is the responsibility of the applicant to request that documents required for admission be forwarded to the appropriate office (see individual programs for specific requirements). These documents become the property of the college and are not returned to the applicant. Candidates are considered when all required documents have been received, and they are notified of a decision by mail. The following must be submitted when applying for graduate admission:

Formal Application and \$10 application fee.

Transcripts: Two official transcripts from each college attended. The two transcripts must be sent directly from the issuing agency to the appropriate office.

Recommendations: Three letters of recommendation from former teachers or other non-relatives who have direct knowledge of the applicant's potential to succeed at and benefit from a graduate program.

Scores: An official copy of scores on the national standardized examination appropriate to the degree objective. Applicants for the **Master of Business Administration** program must submit scores on the Graduate Management Admission Test (GMAT). **Master of Education** applicants may submit scores on the Common Examinations (WCET) of the National Teacher Examinations (NTE) for the forms of the examination in use prior to fall, 1982. Alternatively, **Master of Education** applicants may submit scores for the Graduate Record Examinations (GRE) General (Aptitude) Test or the Miller Analogies Test (MAT). **Specialist in Education** applicants may submit NTE Common Examination (WCET) scores for a form of the examinations in use prior to fall, 1982, or an NTE Area Examination score. Instead of submitting NTE (WCET) or area exam scores, the **Specialist in Education** applicant may submit either a GRE General (Aptitude) score or an MAT score. Applicants seeking a **Master of Science** with a major in psychology must submit scores on the GRE Aptitude Test. The scores must not be more than five years old and must be sent directly from the issuing agency to the appropriate office.

Provisional Graduate Status: Applicants who do not have an acceptable undergraduate grade point average and/or do not have acceptable test scores may in some cases be considered for provisional admission. Provisional graduate students must petition to be admitted to a particular course of study leading to a master's degree on or before the time they complete fifteen quarter hours of

admissible graduate credit. In any case, no more than 15 quarter hours of graduate credit earned prior to the student's being accepted as a regular graduate student may be counted toward a graduate degree program.

Admissions Decisions at Augusta College

Graduate and undergraduate applications to Augusta College are considered on an individual basis. After all required data have been received, you will be notified by letter of the action taken. Although the University System of Georgia sets certain minimum standards for admission, the individual institutions retain the right to impose additional requirements. Accordingly, the college reserves the right to refuse admission to any applicant who, in its judgment, is not qualified to pursue work at Augusta College. Such a decision may be based on a variety of factors: social maturity, character, or intellectual potential as indicated by previous academic work and appropriate examinations.

Similarly, the college reserves the right to determine the level of admission. Clearly, some students exhibit superior academic achievement and will enter at an advanced level and receive some college credit. Other students will enter Developmental Studies courses that attempt to provide the experience and counseling designed to aid the student in overcoming his or her academic deficiencies.

Admissions Notification

Graduate Students: You will be notified by letter as to the conditions of your acceptance. An additional mailing will contain orientation and registration dates and the name of the faculty advisor. The college retains the right to release admissions decisions to colleges.

Undergraduates: You will be notified by letter as to the conditions of acceptance. Included in the same mailing will be orientation and registration dates and the assigned department for advising. If you are accepted on an unofficial or incomplete transcript, a final and official transcript is required before the admission is final. If this information has not been received by the day of registration, you may register on a conditional basis for one quarter only. Registration for the succeeding quarter will not be permitted unless the required document has been received.

Under certain conditions, the college may release admissions decisions to high schools and colleges.

Step 3: Look Into Financial Aid

It is important to apply for aid in January or February of the calendar year you plan to enroll. Applications completed by April 15 will be given priority in awarding fall quarter aid. Aid is not normally available for a new student entering the summer quarter. A student attending only during the summer quarter is not eligible for aid programs administered by the college. For forms and information,

contact the Office of Financial Aid, Payne Hall, 737-1431.

To apply for assistance, you will need to process the Free Application for Federal Student Aid (FAFSA). No award can be made until you have been officially admitted to the college.

To be eligible to receive aid under any of the federal programs, you must:

1. Be a citizen of the United States or be in the United States for other than a temporary purpose and intend to become a permanent resident thereof, or be a permanent resident of the Trust Territory of the Pacific Islands.
2. Demonstrate financial need (where applicable).
3. Be making satisfactory academic progress in the course of study being pursued.

In the listings on the following pages you will find some of the financial aid programs you may be eligible to receive. If you are in the eligibility category for a program, make application. In addition to these opportunities, we encourage you to explore other financial aid opportunities. Your family background, affiliations and activities may provide keys to other sources of assistance. The American Legion's publication, "Need a Lift?" or other publications in your school library or guidance office will assist you in obtaining comprehensive information on scholarship programs.

But remember, the primary responsibility for financing a college education belongs to you and your family. Students who need financial assistance are expected to work for and borrow a reasonable portion of the funds needed to meet expenses. Your family is expected to make a maximum effort to assist in the payment of the expenses involved.

| GRANT PROGRAMS | CONTACT | ELIGIBILITY CATEGORY (Inquire Concerning Your Individual Eligibility) |
|---|----------------------|--|
| Georgia Student Incentive Grant (SIG) | Financial Aid Office | Full-time undergraduate students who meet the residency requirements set by the State of Georgia. SIG cannot be used as a credit for (pre)registration purposes. |
| Law Enforcement Personnel Dependents Grant (LEPD) | Financial Aid Office | Georgia residents who are dependent children of law enforcement officers , prison guards, or firemen who were permanently disabled or killed in the line of duty. |
| Federal Pell Grant | Financial Aid Office | Undergraduate students who have not already earned a bachelor's degree. |
| Federal Supplemental Educational Opportunity Grant (SEOG) | Financial Aid Office | Undergraduate students with exceptional need who have not earned a bachelor's degree. |
| Helping Outstanding Pupils Educationally (HOPE) Grant | Financial Aid Office | Freshmen and sophomore students with the appropriate GPA who meet the residency requirements set by the State of Georgia. |

| LOAN PROGRAMS | CONTACT | ELIGIBILITY CATEGORY (Inquire Concerning Your Individual Eligibility) |
|---|------------------------------|---|
| Augusta Free School Loan | Financial Aid Office | Short-term emergency loan available from the Office of Financial Aid offering a limited amount of money. |
| Georgia Society of CPA's Educational Foundation Loan | GSCPA Educational Foundation | Junior or senior students majoring in accounting and planning a career in public accounting. Foundation address: Suite 1980, 3340 Peachtree Rd. NE, Atlanta GA 30326 |
| Federal Stafford Student Loan (subsidized and unsubsidized) | Financial Aid Office | Graduate and undergraduate students. |
| Hull, James M. Rotary Educational Fund, Inc. | Financial Aid Office | For information contact the Office of Financial Aid. |
| Federal Perkins Loan (formerly NDSL) | Financial Aid Office | Graduate and undergraduate students. |
| Pickett and Hatcher Education Fund | Pickett and Hatcher | Full-time undergraduate students seeking a liberal arts education. Write Pickett and Hatcher Education Fund P.O. Box 8169 Columbus, GA |
| Federal Parent Loan for Undergraduate Students (PLUS) | Financial Aid Office | Parents of undergraduates. |
| SGA—Kiwans Club Emergency Loan Fund | Financial Aid Office | Emergency loan available from the Office of Financial Aid offering a limited amount of money. |
| Service Cancelable Student Loan | Financial Aid Office | Georgia residents enrolled in approved career fields where personnel shortages exist in the State. |
| Wiggins, Stewart L. Memorial Fund | Financial Aid Office | Undergraduates with a GPA of at least 2.50 or Graduates with a GPA of 3.0. |

| WORK PROGRAMS | CONTACT | ELIGIBILITY CATEGORY (Inquire Concerning Your Individual Eligibility) |
|--|-----------------------------------|--|
| Federal College Work-Study Program (FWS) | Financial Aid Office | Graduate and undergraduate students enrolled at least half-time. |
| Cooperative Education | Career Center | Students alternating between periods of full-time academic study and full-time employment in career-related assignments. |
| Drawdy Graduate Assistantship in Business Administration | School of Business Administration | Graduate student in the MBA Program |

| | | |
|---|---|---|
| Flaherty, Henry M. Assistantship in Business Administration | School of Business Administration | Assistantship. |
| Graduate Assistant Program | Applicable school or department | Graduate students. |
| Job Location and Development Program | Career Center | All students enrolled at Augusta College. |
| Student Assistantships | Financial Aid or Departments | Augusta College students. |

| SCHOLARSHIP SOURCES | CONTACT | ELIGIBILITY CATEGORY (Inquire Concerning Your Individual Eligibility) |
|------------------------|---------|--|
|------------------------|---------|--|

| | | |
|---|-----------------------------------|--|
| Alpha Delta Kappa Anita Nichols Music | Financial Aid Office | Student majoring in <i>music</i> . |
| American Association of University Women | School of Education | Junior or senior undergraduate <i>women</i> . |
| American Legion 40 and 8 Society | Voiture Local 719 | Students in the <i>Nursing</i> Program. Address: 3328 Karian Dr., Augusta, GA 30906. |
| Army Emergency Relief | Army Emergency Relief | Dependent <i>children of army members</i> , active duty, retired and deceased, for full-time undergraduate study. Based on financial need. Army Emergency Relief, 200 Stovall St., Alexandria VA 22332-0600 |
| Army R.O.T.C. | Military Science Department | Students enrolled in <i>military science</i> who possess outstanding scholastic ability and leadership poten- tial. |
| Augusta College Athletic Scholarships | Athletic Department | <i>Athletes</i> in the Intercollegiate Athletic Program. |
| Augusta College Faculty/Alumni Scholarship Fund | Financial Aid Office | Outstanding <i>high school academic achievers</i> , stud- ents in the top 5 percent of their class. |
| Augusta Free School Scholarship | Financial Aid Office | Awarded to an entering <i>freshman</i> based on acade- mic achievement, potential, and extracurricular activities. |
| Augusta Jaycees | Augusta Jaycees | Awarded to the finalists in the <i>Miss Augusta</i> Beauty Pageant. |
| Augusta Woman's Club | Augusta Woman's Club | A deserving man or woman student. Write Augusta Woman's Club, 1005 Milledge Rd. Augusta, GA 30904. |

| | | |
|-----------------------------------|----------------------------|---|
| Avery, Viola, Scholarship Fund | Piney Grove Baptist Church | Church-oriented scholarship fund at the Piney Grove Baptist Church in Dearing, Georgia. Address: 137 N.W. Viola Avery St. Thomson, GA 30824. |
|-----------------------------------|----------------------------|---|

| | | |
|---|-----------------------------------|--|
| Bailey, Paul B. Scholarship | Financial Aid Office | A student in the School of Business Administration and in the private enterprise program. |
| Barger, Janis V. Memorial Scholarship | Financial Aid Office | Graduates of Richmond County high schools with financial need and excellent scholastic work. |
| Bell, John C. V., Sr., Memorial Scholarship | High School Counselor | Outstanding ROTC student from the Academy of Richmond County . |
| Bindler, Nathan Art Faculty Scholarship | Fine Arts Department | A junior majoring in Art . |
| Boyd, William S. and Elizabeth Music Scholarship. | Fine Arts Department | A student majoring in music , based on musical ability and academic achievement. |
| Brown, Ann Memorial Scholarship | Augusta Woman's Club | Awarded through the Augusta Woman's Club to a deserving student. Write 1005 Milledge Rd. Augusta, GA 30904. |
| Byrd, Mary S., Fine Arts Scholarship | Fine Arts Department | Two awards in art and music for graduating seniors in Columbia County schools planning to major in art or music at Augusta College. |
| Chick Fil-A Scholarship | Chick-Fil-A, Inc. | Undergraduate or graduate students who are employed by Chick Fil-A . Write 5200 Buffington Rd., Atlanta, GA 30349-2998. |
| Civitan Club of Augusta | Financial Aid Office | Awarded to a local student on the basis of academic merit. |
| Cobb, Ty, Educational Foundation Scholarship | Ty Cobb Education Foundation | Georgia residents , single, have at least sophomore standing, demonstrate financial need, and have a "B" average or better. Write P.O. Box 725 Forest Park, GA 30051. |
| Coca-Cola Young Writers Contest Scholarship | Languages & Literature Department | Awarded annually to each of the first place winners in the senior high school essay, poetry, and short story contests. |
| Congressional Teacher Scholarship Program | GFSA | Students who demonstrate an interest in teaching and plan to pursue teaching careers. Write Georgia Student Finance Authority, 2082 East Exchange Place, Suite 200, Tucker, GA 30084. |
| Cooper, William F. Scholarship. | First Union Bank | An undergraduate woman on the basis of need, academic achievement, & extracurricular activities. Write First Union National Bank of Georgia, Capital Management Group, P.O. Box 9947 Savannah, GA 31412-0147. |
| Cordle, Clarke Scholarship | Financial Aid Office | A student with an amateur radio license, based on academic achievement and character. |

| | | |
|---|----------------------------------|---|
| Craven, Jack and Mary Scholarship | Financial Aid Office | An undergraduate student demonstrating financial need and academic ability. |
| Creel, Howard, Golf Scholarship | Athletic Department | Awarded to a student <i>athlete</i> with a minimum grade point average of 2.5. |
| CSRA Big Band Scholarship | Fine Arts Department | Awarded to a rising junior or senior majoring in <i>music</i> , based on musical ability, contributions to the AC Band Program, and financial need. |
| Cumming, Joseph B. Scholarship in History | History Department | A student majoring in <i>history</i> , based on academic and extracurricular achievement and good character. |
| <hr/> | | |
| Delta Kappa Gamma Beta Lambda Chapter Scholarship | Beta Lambda Chapter | A full-time student who has been admitted to the <i>teacher education</i> program, based on scholastic excellence and need. Write the chapter at 2819 Vernon Drive, Augusta, GA 30906. |
| Delta Kappa Gamma Rho Chapter Scholarship | School of Education | A woman who is a junior or senior <i>education</i> major, on the basis of scholastic achievement and need. |
| Dinwiddie, Dr. and Mrs. J. Gray, Jr. Scholarship | Chemistry and Physics Department | Awarded by the Chemistry faculty to a student majoring in <i>chemistry</i> who also has an interest in the liberal arts, awarded on the basis of academic achievement and leadership. |
| Douglas, Paul, Teacher Scholarship | Financial Aid Office | Awarded to undergraduate Georgia resident students pursuing a career in <i>teaching</i> who graduated in the top 10 percent of their high school class and have a minimum grade point average of 3.0. |
| Drake, Kelley Memorial Scholarship | Fine Arts Department | Awarded annually to a music major with preference given to a <i>soprano</i> , based upon musical talent, dedication, and citizenship. |
| Duncan, Harvey Memorial Scholarship | Financial Aid Office | A graduate of a Richmond County high school, or a teacher or other employee of the county public school system, who intends to remain in the field of <i>professional education</i> , based on scholastic excellence. |
| Eastern Star Alice Warren Chapter Scholarship | Alice Warred Chapter | A woman graduate of <i>Butler or Glenn Hills</i> High School, based on academic merit & need. Write the chapter at Fleming Lodge #718, Augusta, GA 30906. |
| Eastern Star, Prince Hall Grand Chapter Scholarship | Prince Hall Grand Chapter | An undergraduate student, based on financial need. Write the chapter at 330 Auburn Ave. NE, Suite 213, Atlanta, GA 30303. |
| Employee Incentive Program Scholarship | Personnel Office | Employees of Augusta College. |
| Flaherty, Henry Assistantship | School of Business | An assistantship awarded to a rising junior majoring in Business based on academic achievement. |

| | | |
|---|-------------------------------------|---|
| Flanders, Clay Scholarship | Financial Aid Office | Awarded to a rising junior majoring in Business, based on academic achievement and leadership potential. |
| Fort Gordon Officers Wives Club | Officers Wives Club | CSRA high school seniors who are military dependents with high scholastic rating and financial need. Address: Fort Gordon, GA 30905. |
| Frickey, Robert E. Sociology Scholarship | Sociology Department | A sociology major, based on the applicant's merit. |
| <hr/> | | |
| Garrard, Blanche Memorial Scholarship | Financial Aid Office | Rising juniors or seniors and/or graduate students who are majoring in fields which serve mentally handicapped citizens. |
| Garrett, T. Harry Scholarship Fund | Financial Aid Office | A woman graduate of Richmond Academy with preference given to one having attended Tubman Middle School. |
| Georgia Governor's Scholarship Program | High School Counselor | Graduating high school seniors selected as Georgia scholars who will be attending college in Georgia. |
| Georgia Rotary Scholarship. | Georgia Rotary Student Program Inc. | A foreign student . Write P.O. Box 8042, Savannah, Georgia 31412 |
| Gould, Robert H. Scholarship | Financial Aid Office | Awarded to a student with a minimum grade point average of 2.5 who has demonstrated academic excellence in other ways and has exhibited outstanding leadership ability. |
| Green, Frank M. Memorial Scholarship | School of Business Administration | A junior business student based on academic achievement and financial need. |
| Gregg, William Graniteville Scholarship | Graniteville Company | Members of families whose principal occupation is employment by Graniteville Company, Community Services, Inc., Gregg Park Civic Center, or C. H. Patrick and Company, Inc. Based on academic achievement, economic need, and overall potential. |
| Gunn, Frances Cecil Nursing Scholarships | Nursing Department | Two deserving second-year nursing students. |
| Hirsh, Elsie Solomon Scholarship | Languages & Literature Department | A student majoring in speech and drama . |
| Ivey, O. Torbitt Scholarship | Assoc. Dean of Students | A handicapped student. |
| Kiwanis Club of Augusta Scholarship | Financial Aid Office | A student who resides in the Augusta vicinity, on the basis of academic excellence and need. |
| LeRoy, H. F. and Sue Memorial Scholarship | Financial Aid Office | A deserving full-time undergraduate student on the basis of academic achievement and financial need. |

| | | |
|--|--|---|
| Leshner, Patricia Smith Scholarship | Languages & Literature Department | An English major who has demonstrated the abilities to read literature sensitively, pursue literary research and study profitably, and express a moral commitment to fund a similar scholarship in the future should his or her financial position permit. |
| Lester, William M. Scholarship | High School Counselor | Undergraduate students resident in the CSRA , based on academic achievement and financial need. |
| Maxwell Music Scholarship | Fine Arts Department | Music majors selected by the music faculty, based on musical talent, vocal or instrumental achievement and academic record. |
| Maxwell, William T. Scholarship | School of Business | An outstanding student majoring in Business Administration. |
| McCollum, Louise Smith Scholarship | Financial Aid Office | An entering freshman on the basis of academic achievement, extracurricular activity, leadership and community service. |
| McCollum, W. Bruce Scholarship | Financial Aid Office | An entering freshman on the basis of academic achievement, extracurricular activity, leadership and community service. |
| McDuffie Scholarship | McDuffie Foundation | A resident of McDuffie County based on academic achievement. Write McDuffie Scholarship and Loan Foundation, P.O. Box 1379 Thomson, GA 30824 |
| Mixon, Judge Oliver K. Scholarship | Assoc. Dean of Students | A visually handicapped undergraduate or graduate student with a 2.5 grade point average. |
| Mixon, Richard Timothy, Math Scholarship | Mathematics & Computer Science Department | A full-time student who is a mathematics or computer science major, based on scholastic ability and dedication to a career in mathematics or computer science. |
| Mixon, Richard Timothy Scholarship | Chemistry and Physics Department | A full-time student of at least sophomore standing who is a chemistry or pre-med major, based on scholastic ability, dedication to a scientific career. |
| Mulcay, Howard and Suzanne Scholarship | Financial Aid Office | A full-time undergraduate student demonstrating academic achievement and financial need. |
| Music Faculty Scholarship | Fine Arts Department | Awarded to one or more music majors. Audition forms available from the Department of Fine Arts. |
| National Merit Scholarship | High School Counselor | Undergraduate students who qualify on the PSAT and the National Merit Scholarship Qualifying Test. |
| Network Augusta Scholarship | Network Augusta | A full-time woman undergraduate. Write P.O. Box 1274, Augusta, GA 30903. |
| Norman, Jessye, Voice Scholarship | Fine Arts Department | An upper-level vocal music major. |
| OPIDS/Lions Club Scholarship | Assoc. Dean of Students | A handicapped student. |

| | | |
|---|-----------------------------------|---|
| Optimist Club of Augusta Scholarship | Financial Aid Office | A full-time undergraduate student on the basis of need and academic merit. |
| <hr/> | | |
| Pamplin, Katherine R. Scholarship | Financial Aid Office | Awarded on the basis of outstanding scholastic ability and academic achievement. |
| Pierce, Hilda Evans Scholarship | Financial Aid Office | Based on financial need and academic achievement. |
| Pilot Club Scholarship | Pilot Club of Augusta, Inc. | Deserving women students majoring in business administration or nursing or other allied health science, based on academic excellence, need and extracurricular activities. Write the club at P.O. Box 12062 Augusta, GA 30904 |
| Rankin, Jeanette Foundation Award Scholarship | Jeanette Rankin Foundation | Women , aged 35 or older, who wish to pursue a formal program of education to prepare for work. Write P.O. Box 6653, Athens, Georgia 30604. Send a self-addressed stamped envelope |
| Regents' Opportunity Scholarship | Associate Dean of Students | Historically disadvantaged students who are residents of Georgia enrolled full-time in a graduate degree program. |
| Regents' Scholarship | Financial Aid Office | Full-time student resident of Georgia; must rank academically in the upper 25% of his or her college class and demonstrate financial need. |
| Robertson, Joe Mays Scholarship Fund | Math/Computer Science Dept. | A mathematics major on the basis of academic merit and need. |
| ROTC Basic Camp Two-Year Scholarship Program | Military Science Department | Students attending ROTC basic camp at Fort Knox, Kentucky. awarded based upon academic achievement and performance at basic camp. |
| Sancken, George A. Scholarship | Financial Aid Office | An undergraduate who is a resident of the CSRA , on the basis of academic achievement, extracurricular activities, and financial need. |
| Scarborough/Royer Memorial Music Scholarships | Fine Arts Department | Awarded for performance in instrumental music organizations, based on faculty audition. |
| Shingleton, Will Creative Writing Scholarship | Languages & Literature Department | A student who (a) has completed at least 60 hours, (b) has a GPA of at least 2.5, and (c) is a declared English major. |
| Skelton, Clay Mitchell Scholarship | Financial Aid Office | In memory of Clay Mitchell Skelton. Based on financial need and academic achievement. |
| Smith, John M., Jr. Memorial Scholarship | Financial Aid Office | A capable undergraduate or graduate student who is preparing to teach or who is an in-service teacher in the teacher education program at Augusta College. |

| | | |
|---|--|--|
| Steed, Michael A. Memorial Scholarship | GACLD | A student with an educationally diagnosed learning disability . Write Georgia Assoc. for Children with Learning Disabilities, Inc. Augusta Council, P.O. Box 3231 Augusta, GA 30914-3231. |
| St. Joseph Hospital Auxiliary Scholarship | St. Joseph Hospital | Awarded to a nursing major who plans to work at St. Joseph Hospital. Based on academic merit, outstanding personality traits, and need. |
| St. Mark Methodist Church Music Scholarship | Fine Arts Department | For further information contact the Chairperson of Department. |
| Storyland Theatre, Inc. Scholarships | Financial Aid Office | Full-time Communications majors, based on GPA or SAT and participation in college productions. |
| Student Activities Grant | Student Activities | Certain officers of the Augusta College Student Government Association and certain <i>Bell Ringer</i> and <i>White Columns</i> staff members in exchange for services. |
| Summerville Neighborhood Association Scholarship | Financial Aid Office | A full-time undergraduate or graduate who is a resident of the Summerville area , based primarily on contributions made in historic preservation, recordation of history, and maintenance of neighborhood stability. Need and scholastic ability are also considered. |
| Thompson, Merrill Scholarship | Financial Aid Office | Awarded to an entering freshman based on academic achievement, extracurricular activities, and character. |
| <hr/> | | |
| Townsend, Jerry Sue Scholarship Fund | Mathematics & Computer Science Department | A student pursuing a degree in mathematics or computer science . Restricted to students who have high scholastic ability, outstanding academic records, and a strong foundation in mathematics. |
| University Hospital Scholarship | University Hospital | LPN employees of University Hospital pursuing a degree in Nursing. |
| Uptown Kiwanis Club Scholarship | Financial Aid Office | An undergraduate student. Must maintain a grade point average of 2.5 or better. |
| Wallace, S. Lee Scholarship | School of Business Ad- ministration | A rising junior who is majoring in marketing and who has demonstrated potential for success in the marketing area. |
| Watson-Brown Foundation, Inc. Scholarship | Watson- Brown Foundation | Awarded to worthy students in need of financial assistance who have academic merit. Write the foundation at P.O. Box 539 Thomson, GA 30824. |
| White, Louise P. Memorial Scholarship in Education | Financial Aid Office | A student majoring in elementary education and/or public school music with a minimum grade point average of 2.5 and outstanding leadership abilities. |
| Whitehead, Lettie Pate Foundation Scholarship | Financial Aid Office | Women nursing students, based on financial need. |

Williams, Grover B.
Scholarship Fund

Mathematics A student majoring in *mathematics*, on the basis of & Computer scholastic ability and academic record.
Science Dpt.

Wine and Spirits
Wholesalers
Scholarships

Financial
Aid Office

Deserving Georgia *undergraduate students* enrolled full-time in state colleges, based on financial need, academic achievement, and school and community involvement.

Step 4: Choose Your Courses

After admission, we will send you an information packet which includes registration details, document requests, and special program information. You should read these materials carefully and supply any requested information prior to registration.

Graduate students should consult with their departmental advisers. For undergraduates, the best first resource is the college's START UP center. The center combines a variety of student advising and transition support programs designed to assist students in achieving their educational goals and accessing the full range of campus services and learning opportunities. Located on the third floor of the College Activity Center, START UP is open from 8 a.m. to 6 p.m. Monday through Thursday, and until 4:30 p.m. on Friday during the quarter. Between academic quarters, the office closes at 4:30 p.m. Monday through Friday.

To help you begin, our START UP center offers a series of informational opportunities collectively referred to as OARS (Orientation, Advising, Registration, Special programs). These transition support programs make registration simple and provide a wide range of supports for undergraduates new to campus. General information on these programs is included in your acceptance packet. Additional information is available by contacting the START UP center, on the third floor of the College Activity Center. START UP is open from 8 am to 6 pm Monday through Thursday, and until 4:30 on Friday during the quarter. Between quarters, the center closes at 4:30 pm Monday through Friday.

One of the primary functions of the START UP Center is to advise undergraduates who are as yet undecided about their majors. START UP is staffed by full-time academic advisors dedicated to assisting students in formulating their educational plans by guiding them through course selections and linking them to relevant programs and support services. Upon selection of a major, the staff assists with the transition to the new advising department.

Step 5: Pay Your Fees and Other Costs

Registration at the beginning of each quarter is not complete until all general fees have been paid and no student may be admitted to classes without having met his or her financial obligations.

Expenses are charged and payable by the quarter since each quarter constitutes a separate unit of operations. You may enroll at the beginning of any quarter. To ensure sound financial operation and conformity with the policies of the Board of Regents, certain regulations must be observed.

All payments are to be made to the Business Office. Fees and charges may be paid in cash or by check. Tuition payment may also be made by MasterCard or Visa. If a check given for student's bill is not paid on the presentation to the bank on which it is drawn, payment of a service charge of \$15 or 5 percent of the check amount will be required. Other returned checks will also require the payment of a \$15 service charge.

Augusta College reserves the right to withhold all records (diplomas, transcripts, etc.) and/or disenroll students who fail to meet financial obligations to Augusta College.

Fees and charges are subject to change at the end of any quarter. At the printing of this catalog, fees and charges were as set forth below:

| | Residents of of Georgia | Non-Residents of Georgia |
|--|----------------------------|-----------------------------|
| Application Fee, non-refundable | \$ 10.00 | \$10.00 |
| Matriculation Fee | | |
| 12 or more hours | \$474.00 | \$1422.00 |
| Fewer than 12 (per hour) | 40.00 | 120.00 |
| Student Services Fee | 25.00 | 25.00 |
| Athletic Fee | 43.00 | 43.00 |
| Transportation Fee | 2.00 | 2.00 |
| TOTAL for full-time study | \$544.00 | \$1492.00 |
| Late Registration | 15.00 | 15.00 |
| Graduation | 20.00 | 20.00 |
| Transcript, first one | free | free |
| Each additional | 3.00 | 3.00 |
| Change of Schedule | 4.00 | 4.00 |
| Course Credit by Examination, per hour | 3.00 | 3.00 |
| Motor Vehicle Registration Fee | 10.00 | 10.00 |

Application Fee. A fee of \$10 must accompany a prospective student's application for admission. This fee is not refundable and does not apply toward registration or matriculation fees.

Matriculation Fee. The matriculation fee is charged to each student. The fee for 12 quarter hours or more is \$474 per quarter. The fee for fewer than 12 quarter hours is \$40.00 per quarter hour.

Out-of-State Fees. The fee for 12 or more quarter hours for a nonresident of Georgia is \$1422.00 (including the \$474 matriculation fee) per quarter in addition to all regular fees. The fee for fewer than 12 quarter hours for a nonresident of Georgia is \$120.00 (including the \$40 matriculation fee) per hour. Residents of Aiken and Edgefield Counties, South Carolina, qualify for in-state tuition rates. (See page 35 for classification of a student as a resident or a nonresident, and contact the Office of Admissions or Student Records for more information about establishing legal residence in Georgia.)

Student Services Fee. A quarterly \$25 Student Services Fee is charged to each student. This fee defrays expenses for essential student services not covered in the instructional and educational budget.

Athletic Fee. A quarterly \$43 Athletic Fee is charged to each student. These funds support the men's and women's varsity athletic programs.

Motor Vehicle Registration Fee. Adequate parking facilities are provided for the convenience of the large number of students commuting from neighboring towns. All motor vehicles must be registered. Parking permits are available in the Public Safety office. An annual permit, which is valid for the academic year, costs \$10. A second permit costs \$5. The College assumes no responsibility for any damage to or loss of a motor vehicle or other personal property from within a motor vehicle parked on campus.

Transportation Fee. Transportation is provided by Augusta Public Transit to students between the main campus and the Forest Hills campus. Students pay a nominal transportation fee of \$2 for this service. The fee also entitles all students enrolled at Augusta College to free service on all routes served by Augusta Public Transit.

Late Registration. Any student who does not register and pay fees at the time designated for registration in the College Calendar is charged a late registration fee of \$15.

Graduation Fee. A \$20 fee is charged each graduate for a diploma. This is payable when the student applies for graduation—no later than the mid-term date of the quarter preceding the final quarter of course work. Should a student fail to meet the requirements for graduation after paying the graduation fee, there is a \$15 charge for reprinting of the diploma. The fee is \$20 for the master's or Specialist in Education diploma. This is payable at the time the student applies for graduation no later than the mid-term date of the quarter preceding the final quarter of the course work.

Transcript Fee. A student who has discharged all financial obligations to the college may receive on request and without charge one transcript of his or her full academic record. Each additional transcript costs \$3.

Change of Schedule Fee. A \$4 fee is charged for each schedule change made by the student after registration. No charge is made if the change is initiated by the college.

Music Fees. Private instruction in piano, organ, orchestral instruments, voice, or composition, two one-half hour lessons or one 1-hour lesson each week, for two quarter hours credit, costs \$45 in addition to the matriculation fee. Secondary applied music instruction, consisting of a one-half hour lesson per week for one quarter hour credit, costs \$25 in addition to the matriculation fee. There is no special music fee for class piano. An Augusta College student may enroll in applied music instruction on a space available basis upon payment of the music fee.

Other Expenses. In estimating costs of attending Augusta College, a student should consider these miscellaneous expenses: (1) books and supplies, particularly for courses such as art, nursing, engineering drawing, and biology, which

require special supplies; (2) an official uniform for anyone enrolled in physical education or nursing.

REFUNDS

Official Full Withdrawal from College. Refunds will be made before the end of the quarter in which the withdrawal is made. A student who officially withdraws with a clear record within the time specified below may receive a refund of mandatory student fees as indicated.

To receive 100 percent refund of fees, a student must withdraw before the first day of scheduled classes. Tuition and fees are refunded to the student who fully withdraws according to the following schedule:

| | |
|--|-------------|
| Before the first day of scheduled classes | 100% |
| Within the first week of scheduled classes | 80% |
| Within the second week of scheduled classes | 60% |
| With the third week of scheduled classes | 40% |
| Within the fourth week of scheduled classes | 20% |
| After the fourth week of scheduled classes | 0% |

Official withdrawals must be made through the Registrar's Office. Refunds are computed on the number of credit hours a student is enrolled in at the end of late registration. Matriculation, non-resident fees (if applicable), student activity, and athletic fees are refundable. Transportation and parking fees are non-refundable.

A full refund of fees will be made to those students whose courses were canceled by action of Augusta College.

Student Medical Withdrawals. A student may be administratively withdrawn from the college when in the judgment of the Vice President for Student Affairs and the college physician, if any, and after consultation with the student's parents and personal physician, if any, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which: (a) poses a significant danger or threat of physical harm to the student or to the person or property of others or (b) causes the student to interfere with the rights of other members of the college community or with the exercise of any proper activities or functions of the college or its personnel or (c) causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the student conduct code and other publications of the college.

Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to final decision concerning his or her continued enrollment at the college.

Unofficial Withdrawal from College. No refund will be made to a student who withdraws from college without filing official withdrawal forms with the Registrar's Office.

Reduction in Course Load Initiated by the College. If the college drops a course from the quarter's schedule, each student affected will be refunded the

difference between total fees paid and charges on the course work remaining.

Reduction in Course Load Initiated by the Student. Students who reduce their course load before the end of the official registration period resulting in a reduction of the matriculation or non-resident fees(s) will receive a 100 percent refund of the reduced fees. No refund will be made for a reduction in credit hours after that time. Dropped classes will be deleted in order that "W" grades will not appear on the permanent records. Note: Any student who withdraws of his own accord within the official registration period must sign a request for a refund at the Student Records Office no later than the fifth week of classes in order to be eligible for a refund.

RESIDENCE CLASSIFICATION: GEORGIA RESIDENTS AND NON-RESIDENTS

If a student is over 18 years of age, he or she may register as a resident student only upon showing Georgia residency for at least twelve months prior to the registration date. Any period of time during which a person is enrolled as a student in any educational institution in Georgia may not be counted as a part of the twelve months' domicile and residence herein required when it appears that the student came into the state and remained in the state for the primary purpose of attending a school or college.

A student who is under 18 years of age when seeking to register or re-register at the beginning of any quarter will be accepted as a resident student only upon presenting evidence that the supporting parent or guardian has been legally domiciled in Georgia for a period of at least twelve months immediately preceding the date of registration or re-registration.

In the event that a legal resident of Georgia is appointed as guardian of a nonresident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of appointment, and then only upon proper evidence that such appointment was not made to avoid payment of the nonresident fee. If the parents or legal guardian of a minor changes residence to another state following a period of residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve months' period, the student may continue registration only upon payment of fees at the nonresident rate.

In the event that a person who is a resident of Georgia and who is a student in an institution of the University System marries a nonresident of the state, the student will continue to be eligible to attend the institution on payment of resident fees, provided that the student's enrollment is continuous and State of Georgia residency is maintained.

If a person who is not a resident of Georgia marries a resident of Georgia, the non-resident will not be eligible to register as a resident student in a University System institution until he or she has lived in the State of Georgia for a period of twelve months immediately preceding the date of registration.

Nonresident graduate students who hold assistantships that require at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.

A student is responsible for registering under the proper residency classification. A student classified as a nonresident who believes that he/she is entitled to be reclassified as a legal resident may petition the Registrar for a change in status. The petition must be filed no later than sixty (60) days after the quarter begins in order for the student to be considered for reclassification for that quarter. If the petition is granted, reclassification will not be retroactive to prior quarters. The

necessary forms for this purpose are available in the Registrar's Office.

WAIVERS

Contiguous Counties. The border tuition policy set forth by the Board of Regents states that students from counties bordering on a county in which a University System of Georgia institution is located shall pay resident tuition fees. This policy includes students from Aiken and Edgefield Counties, South Carolina, who wish to attend Augusta College.

Military Personnel. Active duty military personnel and their spouses and legal dependents stationed in Georgia may qualify for waiver of non-resident tuition. Military personnel should contact the Education Center at their installation for information about current financial and other assistance available to them as members of the armed forces. All military personnel planning to use military tuition assistance programs to defray expenses associated with matriculation at Augusta College should be sure to coordinate with the Director of Admissions for guidance as to procedures.

Veterans' Education Benefits. See the entry for "Veterans' Affairs" in the Information and Regulations section of this catalog and contact the office of Veterans' Affairs for further information.

International Students. International students who attend institutions of the University System under the sponsorship of recognized civic or religious groups may be enrolled upon the payment of resident fees, provided the number of such international students in any one institution does not exceed the quota approved by the Board of Regents for that institution.

All aliens shall be classified as non-resident students provided that an alien who is living in this country under a visa permitting permanent residence or who has filed with the proper federal immigration authorities a Declaration of Intention to become a citizen of the United States shall have the same privilege of qualifying for residence status for fee purposes as has a citizen of the United States.

Also see "Special Requirements for International Students," at the end of "Step 1: Study Our Admissions Requirements" in this catalog's section on How to Enroll at Augusta College.

Teachers. Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in University System institutions on the payment of resident fees.

Employees. All full-time employees in an institution of the University System, their spouses, and minor children may register for courses on the payment of resident fees, even though the employee has not been in residence in Georgia for a period of twelve months.

Senior Citizens. Georgia residents 62 years of age or older are eligible to enroll in units of the University System free of charge on a space available basis. Additional information concerning this type of enrollment may be obtained from the Office of Admissions.

ACADEMIC HANDBOOK

This section explains regulations that affect students after admission, as well as general information. Regulations regarding admission may be found in the "How to Enroll at Augusta College" section of this catalog.

When a student registers at Augusta College, he or she accepts the official academic regulations. The student is expected to follow the program outlined by his or her school and department and should do sufficient planning, in consultation with his or her faculty advisor, to avoid scheduling difficulties which may impede normal academic progress. The student should plan his or her program so as to meet the core curriculum, graduation, and major and minor requirements.

70-Hour Rule: Look under "Graduation Requirements" for the "Undergraduate Graduation Requirements" listing.

Absences from Class: See "Class Attendance."

Academic Freedom

Augusta College guarantees to faculty members academic freedom in teaching, research, and publication as defined by the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure and the Association's 1970 Interpretive Comments on that statement. The text and details of the college's statement on academic freedom is published in the Augusta College Faculty Manual.

Academic Honesty

In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members.

Definition. Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others. In general, academic honesty excludes:

1. Cheating on an examination of any type: giving or receiving, offering or soliciting information on any examination. This includes the following:
 - a. Copying from another student's paper.
 - b. Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
 - c. Collaboration with another student during an examination.
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any other material purported to be the unreleased contents of an upcoming examination, or the use of any such material.
 - e. Substituting for another person during an examination or allowing such substitution for oneself.
 - f. Bribery of any person to obtain examination information.
2. Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
3. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work or in laboratory work offered for evaluation

Academic Honesty

and credit, unless such collaboration is specifically approved in advance by the instructor.

4. Credential misrepresentation is the use of false or misleading statements in order to gain admission to Augusta College. It also involves the use of false or misleading statements in an effort to obtain employment or college admission elsewhere, while one is enrolled at Augusta College.

Faculty Responsibility. It is the duty of the faculty to practice and preserve academic honesty and to encourage it among students. The instructor should clarify any situation peculiar to the course that may differ from the generally stated policy. He should furthermore endeavor to make explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of the faculty member to provide for appropriate supervision of examinations.

Student Responsibility. It is the duty of the student to practice and preserve academic honesty. If the student has any doubt about a situation, he or she should consult with his or her instructor.

Procedures. Upon encountering a violation of academic dishonesty by a student, a faculty member should:

1. Confront the student and make the charges known.
2. Discuss the matter thoroughly with the student so that each position is clearly delineated.
3. Decide what action is appropriate.
4. Remind the student to refer to the Appeal Procedure outlined below.

If the action is less severe than a "WF" for the course:

5. Report the violation and the action taken to the chairperson of the department in which the violation occurred, who will then report the matter to the Dean of that School.
6. Decide whether the incident shall be made part of the academic dishonesty file in the office of the Vice President for Academic Affairs.

If a "WF" for the course:

5. Notify the Dean of the School through his/her departmental chairperson and initiate a "WF" withdrawal form. At this point, the matter shall be reviewed by a departmental committee, the chairperson, or the Dean.
6. If those reviewing the matter do not agree with the interpretation of the evidence or with the action taken by the faculty member, they may ask him/her to reconsider. After reconsidering the matter, the faculty member may stand by the original decision and forward the "WF" withdrawal form to the Dean.
7. If those reviewing agree with the faculty member, the withdrawal form shall be forwarded to the Dean.

The Dean shall:

1. Review each faculty member's recommendation for a "WF" for the course, check the academic honesty status of the student via the academic dishonesty file, and either let the "WF" stand or make some other recommendation. The final decision shall be made by the faculty member.
2. If the "WF" is to stand, the Dean shall send the withdrawal form to the Registrar and request the Vice President for Academic Affairs to enter the violation in the academic dishonesty file.
3. Notify the student in writing of the action taken, remind the student of his/her right to appeal as outlined below, and inform the student that if he/she plans to appeal, the appeal must be filed within three (3) calendar days.
4. Notify the involved faculty member in writing of the action taken.

The Vice President for Academic Affairs shall:

- Upon a student's second offense requiring a "WF" for a course, expel the student from Augusta College and direct the Registrar to enter the phrase "Ineligible to Register"

Academic Honesty

on the student's permanent record.

Maintain the academic dishonesty file so that all appropriate administrators have access to the record of violations but also so that the student's rights to limited access shall be safe-guarded.

Should the student desire to appeal the decision for punitive action, he or she shall notify the appropriate Dean, who will ask the Academic Policies Committee to arrange a hearing in the manner set forth below in this catalog under "Student Academic Grievances."

Academic Probation and Suspension: See Academic Standing and Grade Point Average (GPA).

Academic Standing and Grade Point Average (GPA)

Undergraduates: There are two grade point average computations in use at Augusta College. These computations produce a student's GPA and AGPA. The GPA is the traditional collegiate value used to measure the quality of a student's performance while at Augusta College. The GPA is called the cumulative grade point average, or more simply, the grade point average. The GPA appears on a student's transcript, is used for calculating honors and awards, is used to measure the ability to take overloads, and is used as the basis for measuring continued eligibility for scholarships. Graduate schools and employers are interested in a student's GPA so as to compare that student's collegiate performance with the performance of others.

The AGPA is called the adjusted grade point average or sometimes the institutional grade point average. It was first put into effect at Augusta College in Spring Quarter, 1989. A student's AGPA is used only to determine whether or not institutional requirements concerning probation, suspension, and graduation are being met by the student. The performance measured by the AGPA is of interest only within the institution.

Computations: The GPA is computed by dividing the total number of hours attempted at Augusta College (that is, those hours for which a grade of A, B, C, D, F or WF has been earned) into the total number of quality points (sometimes called grade points) earned on those hours. (See **Grading System**.)

Each quarter, each student will be given a measure called a quarterly GPA. It is computed in a manner similar to that of the GPA, but only on the hours attempted that quarter.

To be able to compute the AGPA, first compute the number of adjusted hours attempted. The adjusted hours attempted is computed by summing together those hours associated with the most recent attempts at courses taken at Augusta College in which a grade of A, B, C, D, F or WF has been earned. The AGPA is then computed by dividing the adjusted hours attempted into the number of quality points earned on those hours.

All the grade point averages are truncated at two decimal places. They are not rounded up. Hours accumulated at Augusta College by a transfer of credit or an approved examination process are not used in computing any grade point averages. They are, however, used in determining the credit level, which is discussed next.

Probation/Suspension: The credit level is the sum of all adjusted hours attempted, plus all transfer credit hours, plus all credit hours accumulated based on approved examination programs. The credit level is a rough measure of the actual amount of time a person has attended college. It is not the same as the total of the hours earned towards a degree. It is an important concept because it has an effect upon probation and suspension. Students who earn an AGPA of less than 2.00 will be placed on academic probation. Students on probation may continue to attend Augusta College only if they meet the following minimum requirements which are based on credit level:

Academic Standing and Grade Point Average

| Credit Level | Required Minimum Average | |
|--------------|--------------------------|---------|
| | Quarterly GPA | or AGPA |
| 25 – 44 | 2.00 | 1.30 |
| 45 – 89 | 2.00 | 1.60 |
| 90 – 134 | 2.30 | 1.90 |
| 135 or above | 2.30 | 2.00 |

Students who are on probation and fail to meet the requirements specified above will be suspended. The time of the suspension will be one quarter for the first suspension, two quarters for the second suspension, and four quarters for all suspensions thereafter.

After the mandatory period has passed, students suspended for academic deficiencies may be considered for reinstatement by petitioning the dean of the appropriate school. The petition must be submitted in writing to the dean at least thirty days prior to the desired quarter of reinstatement. Appeals for reinstatement after the third and all subsequent suspensions must also be approved by the Vice President for Academic Affairs. If a student has been out of school for more than two years, he or she must also file a Former Student Application with the Office of Student Records.

If circumstances warrant, the dean or vice president may require special testing and successful completion of all or a part of the Developmental Studies program as a condition of reinstatement.

Having appealed and having been reinstated according to the above procedure, should the student again fail to meet the probation requirements, the student again will be suspended. Normally a student will not be reinstated after the fourth suspension. (See *Developmental Studies, Rules for Students in.*)

Graduate Students: The determination of academic accomplishment is based solely upon a student's cumulative grade point average, which is computed by dividing the number of hours attempted in which a grade of A, B, C, D, F or WF has been received into the number of quality points earned on those hours. A GPA of 3.00 must be maintained on all courses attempted in a graduate program. For more information, consult listings of specific programs in the Academic Programs section of this catalog.

Accessibility: See "Disabled Students."

Add/Drop: See "Course Changes" and/or "Withdrawal from Class."

Additional Baccalaureate Degree

A student holding a baccalaureate degree from a regionally accredited college or university who wishes to work for another degree must complete the minimum residence requirements of the college (45 hours of course work in courses numbered 300 or above with an average grade of C or better) with at least 45 hours of resident credit in excess of the requirement for the original degree. In addition, he or she must complete the exact requirements of major courses, allied fields or minor, mathematics, and foreign languages. Special advisement from the office of the appropriate dean should be sought by such persons.

Admissions

Regulations regarding admission may be found in the "How to Enroll at Augusta College" section of this catalog. The present section sets forth regulations and basic information of interest to students after admission.

Admission to Candidacy: Look under "Graduation Requirements" for graduate students' requirements.

Additional Baccalaureate Degree

Advanced Placement: See "Step 1" in the "How to Enroll at Augusta College" section of this catalog.

AIDS Policy

The spread of Acquired Immune Deficiency Syndrome (AIDS) is a serious public health problem in the United States. The medical, social, legal and ethical issues associated with AIDS affect colleges and universities as well as society as a whole.

Acquired Immune Deficiency Syndrome (AIDS) is a serious condition characterized by a defect in the body's immune system, resulting in the development of life-threatening infections and unusual cancers.

AIDS Related Complex (ARC) is a condition characterized by a prolonged history of fever, unexplained weight loss, swollen lymph nodes, and/or fungus infection of mouth and throat. People with ARC might develop AIDS.

Human T-Lymphotropic Virus Type III (HTLV-III) is the virus that causes AIDS and ARC.

The American College Health Association has stated the following with regard to AIDS.

1. The best currently available medical information is that HTLV-III is not transmitted by any form of casual contact. No evidence supports the existence of any risk to household contacts. There is no justification for excluding persons with AIDS, ARC, or positive tests for HTLV-III from class attendance; residence halls; libraries; student unions; social, cultural and athletic events; dining areas; gymnasia; swimming pools; recreation facilities; and other common areas in order to protect others from casual transmission.
2. HTLV-III is transmitted by certain behaviors, primarily, intimate sexual contact and the sharing of needles contaminated with blood. Protection against these exposures requires education of all students and employees; it is not accomplished by excluding those with AIDS, ARC, or a positive antibody test for HTLV-III from residence halls.
3. AIDS, ARC, or positive tests for HTLV-III antibody are conditions present in individuals, not in buildings.
4. The most important feature of any AIDS-related policy is a case-by-case evaluation of any person known to have AIDS, ARC, or positive tests for HTLV-III. Such an evaluation will appropriately consider the current medical situation of the person involved; it is likely that decision will be reviewed later, depending on changes in the person's medical condition.

Identification and Referral: Persons who suspect that they have AIDS, ARC, or positive tests for HTLV-III should consult with their family physician as soon as possible. The Augusta, Georgia, Department of Health is the most logical place to make an appointment if a family physician is not available. If desired, persons who suspect that they have AIDS, ARC, or positive tests for HTLV-III may contact the Augusta College Counseling Center and be assured of confidentiality.

Restriction of Information: Information about persons who have AIDS, ARC, or have tested positive for HTLV-III will be shared with other staff only on an absolute need-to-know basis.

Room Assignment: Persons with AIDS typically will not be removed from campus housing unless medical authorities so advise, or unless their presence creates a disruptive state within the residence hall.

Class Attendance: Persons with AIDS, ARC, or positive tests for HTLV-III will be allowed regular classroom attendance in an unrestricted manner.

Prevention of AIDS in the Laboratory: Detailed procedures will be developed by the faculty and staff for laboratory classes to minimize any risks involved in the handling of bodily fluids or of laboratory specimens.

Employee or student concerns: If an employee or student has concerns about the presence of a person with the AIDS virus, that individual should be directed to a

AIDS Policy

knowledgeable counselor or administrator (Counseling, Nursing or Vice President for Student Affairs) to help allay fears. Appropriate educational programs and/or counseling services should be provided on campus, or referral should be made to appropriate community agencies for those persons with continuing fears or concerns about the disease.

Educational Programs: All students at Augusta College must take Physical and Mental Health (PED 191) as a graduation requirement. This course covers AIDS. A brochure published by the American College Health Association and entitled "AIDS-What Everyone Should Know" will be distributed widely on campus with copies in the Augusta College Library and Learning Center. Each quarter, or as deemed necessary, a feature article for the campus newsletter will be prepared. A wide variety of educational material on AIDS will be kept in the Augusta College Learning Center for use by faculty, students and staff. Various educational programs (seminars, lectures, or other media) will be made available to faculty, staff and students each year. Finally, copies of this campus policy statement will be distributed to all faculty and staff and shall become a part of the Augusta College General Catalog and The Jaguar Student Handbook.

For Additional Information Contact:

| | |
|---|----------------|
| Augusta, Georgia, Department of Health..... | 1-706-724-8802 |
| Georgia Department of Health..... | 1-706-894-5124 |
| AID Atlanta..... | 1-706-876-9944 |
| National Gay Task Force..... | 1-800-221-7044 |
| U.S. Public Health Service..... | 1-800-342-AIDS |

Alumni Association

The Augusta College Alumni Association dates back to when Augusta College was only a two-year institution in the mid to late 1920's. The association is composed of former students and graduates of Augusta College and is governed by an executive board. The two main goals of the association are the following: (1) to arrange activities designed to maintain close relationships among alumni, classmates, and the college and (2) to participate in supporting the college through private support. A complimentary one-year membership is given to each graduate. Other alumni achieve active status by making annual gifts. The alumni offices are located in the Maxwell Alumni House, and alumni programs are handled through the Office of Development and College Relations.

Alumni Professor of Business Administration: See "Endowed Professorships."

Appeals: See "Student Academic Grievances" and/or "Student Academic Appeals."

Area Teacher Education Service (ATES): See "Teacher Education."

Athletic Association

The Augusta College Athletic Association is organized to encourage participation of the student body and other interested parties in the athletic and physical education programs of the college.

Attendance: See "Class Attendance."

Auditors

A student who has been admitted to Augusta College may be permitted to enroll in credit courses as an auditor on a non-credit basis. However, a student may not change his or her status from credit to audit or vice versa during the course. Credit may not be earned in courses taken as an auditor except by re-enrollment for credit in, and comple-

tion of, the course with a satisfactory grade. An auditor is assumed to be seriously interested in courses that he or she audits. Therefore, a student enrolled as an auditor is expected to attend class regularly and perform such other tasks as may be assigned by the instructor. In undergraduate courses, an auditor who does not attend regularly will be dropped from the class with a grade of "W". Auditors in graduate courses who do not attend regularly will be dropped from the class without penalty.

Augusta College Foundation

The Augusta College Foundation was established in 1963. The purpose of the Foundation is to raise private support from individuals, corporations, foundations, and others to further the interests of Augusta College. Other purposes of the Foundation are to establish and maintain endowments and provide the administration for handling all private support. The Foundation is located within the Office of Development and College Relations at Augusta College.

Callaway Chair: See "Endowed Professorships."

Center for the Creative Arts

The Augusta College Center for the Creative Arts (ACCCA) provides quality instruction in music to persons in the Greater Augusta area. The ACCCA is located in the Fine Arts Center and is administered through the Department of Fine Arts in conjunction with the Division of Continuing Education. Four terms of instruction run concurrently with the college quarters. Instruction is offered in individual applied music lessons, class piano, class guitar, beginning band, Youth Orchestra, and Youth Wind Symphony. Public concerts and recitals are scheduled each quarter.

Certification for Teachers: See "Teacher Education," "Teaching Certificates: Renewal and Reinstatement," "Science Certification for Secondary School Teachers," and "Social Sciences Certification for Secondary School Teachers."

Changes in Courses, Curriculum: See "Course Changes," "Curriculum Changes."

Cheating: See "Academic Honesty."

Class Attendance

The resources of Augusta College are provided for the intellectual growth and development of the students who attend. A schedule of courses is provided for the students and faculty to facilitate an orderly arrangement of the program of instruction. The fact that classes are scheduled is evidence that attendance is important and students should, therefore, maintain regular attendance if they are to attain maximum success in the pursuit of their studies.

It is recognized that the degree of class attendance may vary with the student, the professor, or the course. It is also recognized that, on occasions, it may be necessary for the student to be absent from scheduled classes or laboratories for personal reasons. On such occasions, all matters related to student's absences, including the making up of work missed, are to be arranged between the student and the professor.

All professors will, at the beginning of each quarter, make a clear statement to all their classes regarding their policies in handling absences. Professors will also be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each course professor.

A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the con-

Class Attendance

cerned professors. A student should also understand that he or she is responsible for the academic consequences of any absences.

After the equivalent of one week of absences from a class, regardless of cause, the student is subject to being dropped from the class by the instructor. A student so withdrawn may appear before a board of review appointed by the Academic Policies Committee for reinstatement. In the event a student is reinstated, he or she is fully responsible for making up all work missed while the case was pending.

Co-enrollment with Another College: See "Transient and Co-enrolled Augusta College Students."

College Placement Examination: See "Step 1" in the "How to Enroll at Augusta College" section of this catalog.

College Preparatory Curriculum: See "Step 1" in the "How to Enroll at Augusta College" section of this catalog.

Collusion: See "Academic Honesty."

Cooperative Education: See the "Introduction to Augusta College" section of this catalog, under "Work Experience in Your Field of Study."

Core Curriculum: See "General Education."

Course Changes

Courses may be dropped and/or added only upon the approval of the student's faculty advisor. Course changes are not to be made at the whim of the student. In the case of course changes, the student must initiate an "Add-Drop" form, which can be obtained from his or her academic advisor's office. The last day for late registration, as given in the college calendar, shall be the last day a student may enroll in a class.

Course Load: See "Student Load."

Course Number Restrictions, Graduate Courses

Graduate courses are assigned numbers from 500 to 799. Courses in the 500 series, although designed for the graduate student who needs to satisfy prerequisite requirements, are open to selected undergraduate seniors and are designed to prepare the student for further study. Courses in the 600 to 700 series are open to graduate students and post-baccalaureate students. Courses with 700 numbers may have courses in the 600 series as prerequisites.

A master's student may enroll for graduate credit in certain specific courses which bear numbers from 400 to 499, inclusively. The course descriptions of those courses specify that they may be taken for graduate credit. No 400-level course may be used for graduate work unless its undergraduate enrollment is restricted to junior and senior students.

In no case may a student include more than fifteen hours of work in courses whose levels are less than 600 to satisfy the sixty quarter credit hours minimum requirement for a master's program.

Any eligible student who wishes to earn graduate credit in a dual-listed course must enroll at the 600 level. No graduate credit may be earned in any dual-listed course if the student is enrolled in it at the 400 level.

Course Repeat Policy

Course Repeat Policy

Any student may repeat a course taken at Augusta College. No student may receive additional hours of credit for a repeated course in which the student has already earned credit, with the exception of such courses as PED activity courses, Cullum Lecture Series courses, "Selected Topics" courses, and other courses specifically designed for repetition. Such courses are labeled in the "Course Descriptions" section of the catalog with a phrase such as "may be repeated for credit."

Credential Misrepresentation: See "Academic Honesty."

Credit by Examination: See "Non-Traditional Studies, Credit for." Also see "Step 1" in the "How to Enroll at Augusta College" section of this catalog.

Credit Hours: See "Unit of Credit."

Cree-Walker Chairs: See "Endowed Professorships."

Curriculum Changes

The academic programs of Augusta College are offered through the School of Business Administration, the School of Education and the School of Arts and Sciences. These units, including the appropriate departments, furnish the basic organization of the faculty and provide the framework for the generation and maintenance of quality education in the variety of courses and programs listed in this bulletin. The Academic Policies Committee serves as the major source for recommendations to the faculty on policies in these areas. The faculty reserves the right to recommend changes in curricula, and in rules, at any time when in its judgement such changes are in the best interest of the student and Augusta College. The Augusta College faculty is responsible for the curriculum. From time to time, the curriculum may be changed when the faculty believes that a change is in the best interest of the student. Recommendations for such changes can originate with any one of a number of key faculty committees. Committees with curricular responsibilities have student representation.

Deans' Lists

The Deans' Lists for the School of Business Administration, the School of Education, and the School of Arts and Sciences are compiled quarterly for undergraduate students. To qualify for this academic honor, a student must (1) earn ten (10) or more hours of undergraduate course work numbered 100 or above, exclusive of K grades, (2) achieve a grade point average of 3.66 for the quarter, and (3) receive no grade of I, F, or WF during the quarter. *Also see: Honors, Graduation with."*

Developmental Studies Program

The purpose of the Developmental Studies Program is to provide a curriculum that will increase the student's chances of achieving college-level proficiency in basic academic subjects, to provide additional assistance in specialized subjects, and to help the student realistically assess vocational and academic goals.

High school performance, scores on the College Board Scholastic Aptitude Tests, and other tests as specified by Augusta College determine whether a student needs Developmental Studies courses. The student may be required to take all of the Developmental Studies courses, or he or she may be required to take only one or two courses in a particular academic area. If an applicant's academic qualifications are such that in the opinion of the college he or she would not be successful even with the assistance provided by the Developmental Studies Program, he or she will be denied admission. Students who meet full admission requirements to Augusta College may elect to audit a

Developmental Studies Program

portion or all of the Developmental Studies Courses (numbered 099 and below). In addition, students who are not progressing satisfactorily in regular freshman English and algebra may elect to enter the Developmental Studies Program.

After consultation with an academic advisor, students are placed in appropriate courses.

Developmental Studies, Rules for Students in

A student in the Developmental Studies Program who is permitted to take regular credit courses is subject to the college regulations concerning probation and suspension. However, these regulations do not apply to hours of "institutional credit" attempted or earned.

1. During each quarter of enrollment, all Developmental Studies students, including those attending part-time, must first register for all required Developmental Studies courses before being allowed to register for other courses.

Two exceptions are possible:

- a. When two or three Developmental Studies courses are required and a student is enrolled in at least one Developmental Studies course, up to two hours credit may be taken that quarter instead of a required Developmental Studies course; those two hours may only be selected from freshman orientation (ACO100 or COS099), Physical Education, Military Science, or Music.
- b. In the event that a required Developmental Studies course is not offered, a student may enroll in a course for degree credit if the student has met the course prerequisites, subject to the written approval of the Dean of Arts and Sciences and the Chairman of Developmental Studies. No exceptions shall be made regarding prerequisites.

2. Until individual Developmental Studies requirements have been satisfied, students will not be permitted to take credit courses which assume the content or the skills of a student's required Developmental Studies courses as prerequisites:

- a. Mathematics 098 and 099 are prerequisites for Mathematics 107; English 098 and 099 are prerequisites for English 101; Reading 098 and 099 are prerequisites for English 101.
- b. In addition, students who are enrolled in Reading 098 may enroll only in the following credit courses: Mathematics courses; Psychology 245; Social Work 111; ACO 100; all 100-level Applied Music (MUA) courses; Art 102, 103, 131; Music 111, 112, 125, 126, 127, 195, 171, 173, 174, 233, 361, 362, 363, 364, 365, 366; all 100- and 200-level Military Science courses; all 100-level physical education activity courses; including Physical Education 191, 195, 196, 197; Sociology 221; Criminal Justice 103; Communications/Drama 250, 251.
- c. Students enrolled in Reading 099 may enroll in the courses listed above and in Sociology 101, Anthropology 101 and Anthropology 201, Communications/Speech 100 and Communications/Speech 101.

3. Once assigned to the Developmental Studies Program, a student may not accumulate more than thirty (30) hours of academic credit before completing all Developmental Studies requirements. A student who accumulates thirty (30) hours of academic credit, and has not successfully completed required Developmental Studies courses, may enroll only in Developmental Studies courses until requirements in Developmental Studies are successfully completed.

4. Students who do not complete the requirements for passing each required area of Developmental Studies after a maximum of (4) attempts per area will be declared ineligible to continue in the program and will be excluded from the institution. An attempt is defined as a quarter in which a student receives any grade or symbol except "W".

Developmental Studies Program

A student who is declared ineligible cannot be considered for re-entry in less than one quarter. If, after one academic quarter has passed, the student can document attempts to remedy remaining academic deficiencies or show other reasons why these deficiencies can now be successfully addressed, the Dean of Arts and Sciences may arrange for such a student to sit for the appropriate section of the institutional examinations (if the student has never passed that portion of the final examination) and the appropriate section of the CPE examination. Satisfactory performance on the appropriate section of the institutional examinations (if required) and the appropriate sections of the CPE will allow the student re-entry to Augusta College as a regular-placement freshman. If the student fails to post a passing score on the appropriate section of the institutional examinations (if required) and on the appropriate section of the CPE, the appeal is denied.

Students who do not post a passing score on the appropriate section of the institutional examination (if required) and the appropriate sections of the CPE after their initial retest (after one academic quarter) become ineligible for three quarters, after which they may retake the appropriate sections of the exit exams with the written permission of the president.

5. No degree credit is earned in Developmental Studies, though institutional credit is awarded. Time spent in Developmental Studies course work is cumulative within the system, as is the number of attempts per area. Students with transfer credit or credit earned as a certificate student may be granted up to a total of four attempts at an area of Developmental Studies.

6. The following grade symbols are used in Augusta College's Developmental Studies program:

S: satisfactory (passed coursework, passed institutional requirement, passed Collegiate Placement Examination [CPE])

IP: work in progress (passed course-work, passed institutional requirement, failed CPE)

U: unsatisfactory (failed coursework, ineligible to attempt institutional requirement, ineligible to attempt CPE)

W: withdrawal before midterm (not counted as an attempt)

V: audit (volunteer enrollment only)

WF: withdrawal after midterm (counted as an attempt)

7. Students enrolled in both Developmental Studies and credit courses may not withdraw or be withdrawn from a Developmental Studies course before midterm unless they also withdraw or are withdrawn from all courses, and must have advisor approval for all course changes.

Disabled Students

Learning Disabilities

If you believe you have a learning disability you should contact the Learning Disabilities Advisor, in the Department of Teacher Education (737-1496) in Butler Hall or Dean Roscoe Williams in the Office of Student Affairs (737-1411) in Boykin-Wright Hall for information concerning testing and the eligibility process or for general information regarding learning disabilities. Instructors can also refer students to the Learning Disabilities Advisor for this purpose. In assisting learning-disabled students, Augusta College follows the definition and criteria for evaluation established by the Board of Regents of the University System of Georgia, which are as follows:

The following procedures for the diagnosis and accommodation of learning disabled students are based on a report from the University System Committee on Learning Disabilities. The report was endorsed by the Advisory Council in August, 1991, and by the Board of Regents in September, 1991.

Disabled Students

DEFINITION AND CRITERIA FOR EVALUATION

All units of the University System shall employ the same definition of learning disabilities in order to promote evenness in the way learning disabled students are accommodated. A definition that was originally published by the Interagency Committee on Learning Disabilities (1987) has been adopted as being in keeping with current practices of most state and federal guidelines. The following definition shall serve as the basis for diagnosis in the University System:

Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities, or of social skills. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotion disturbance), with socio-environmental influences (e.g., cultural differences, insufficient or inappropriate instruction, psychogenic factors), and especially with attention deficit disorder, all of which may cause learning problems, a learning disability is not the direct result of those conditions or influences. (Interagency Committee on Learning Disabilities [1987]).

This definition may be modified in the future to be consistent with any changes made by the Interagency Committee on Learning Disabilities. The current definition does not include social skills deficits and attention deficit model of learning disabilities in that deficits in basic academic areas are due to an underlying deficit in a related cognitive system. Academic area deficits which do not have a correlated cognitive deficit are not considered to represent a specific learning disability. Therefore, learning disabilities may be identified in the following academic areas: reading, writing, spelling, mathematics, and language.

Deficits in specific course topics such as Russian History, Marketing, or Sociology would not be expected, although a student with a reading and/or writing disability may have difficulty in any course with heavy reading or writing requirements.

The following cognitive domains are typically identified as areas of specific deficits in such students:

- Language - including auditory discrimination, comprehension, expression, naming, or related functions.
- Visual-Spatial - including analysis and synthesis of spatial information.
- Memory - including auditory, visual, verbal, or spatial memory. Deficits may appear in either short-term or long-term memory functions.
- Fine motor/dexterity skills
- Executive Functions - including concept formation, problem solving, and organizational/planning abilities.
- Attention - including the ability to focus on relevant information to the exclusion of irrelevant information.

The criteria a student must exhibit are one or more, but not all, areas of specific academic deficits as stated above; a correlated cognitive deficit, and average intellectual ability.

To be considered an area of academic deficit, a student's individually administered standardized achievement test results must fall at least a standard deviation below the student's intellectual abilities, or a standard deviation below the student's other academic abilities as assessed by the same measures.

Average intellectual abilities will be defined as the student's best verbal or nonverbal domain score (for example, either the PIQ or VIQ on the WAIS-R). A standard IQ score of 90 or above will be considered in the average range.

Disabled Students

A correlated cognitive deficit must be demonstrated on multiple independent tests of cognitive functioning in a specific cognitive area as listed above. The deficit must represent a logical basis for the academic deficit. For example, one would not expect a specific fine motor deficit to be directly linked to a reading disability.

Professional clinical judgment and interpretation must be part of any assessment. This is particularly important in the case of minority students involved in standardized testing. The use of any particular eligibility formula for learning disabilities at the post-secondary education level has not been validated in research at this time. Therefore, the use of any such objective formulas using just test scores is unwarranted and problematic.

The use of previous evaluation information may be integrated into this evaluation process if deemed appropriate by the professional assessment team.

Physical Disabilities

OPIDS, the Office for the Promotion of the Independence of Disabled Students, coordinates and provides a variety of services for students with disabilities. The aim of OPIDS is to ensure that students with disabilities have equal access to all programs and activities offered at Augusta College. Services include:

- Assistance in obtaining textbooks and course materials in alternate format (taped texts, braille, and large print)
- Adaptations for exams such as extended time, taped and large print exams, and test recorders
- Access and orientation to the campus, including classrooms and buildings
- Print enlarging machines
- Zoom-text computer magnification systems which enlarge the display

It is important to note that in order to provide auxiliary aids and reasonable accommodations, advanced notice (before the regular deadline for application) may be required. For more information, contact the Office of Student Affairs in Boykin-Wright Hall or phone (706) 737-1411. Hearing impaired students may reach the Office of Student Affairs TDD (706) 667-4175.

To contact the Coordinator of Disability Services and the Americans with Disabilities Compliance Officer, write or call Roscoe Williams, 2500 Walton Way, Augusta GA 30904.

Discipline

Augusta College has defined the relationships and appropriate behavior of students as members of the college community through the document *Student Rights and Responsibilities*. The document is available to all members of the college community through the Office of the Vice President for Student Affairs.

The students of Augusta College have established a precedent of exemplary behavior as members of the college and civic communities. Individuals and groups are expected to observe the tradition of decorum and behave in no way which would precipitate physical, social, or emotional hazards to other members of the college community. Improper behavior is at once a breach of tradition and inconsistent with the aims and objectives of the college. Such behavior subjects the student to disciplinary probation, suspension, expulsion, or other appropriate disciplinary measures.

Double Major: See "Majors."

Drop/Add: See "Course Changes" and/or "Withdrawal from Class."

Endowed Professorships

Endowed Professorships

The Callaway Chair: The Fuller E. Callaway Professional Chair at Augusta College was one of 40 such chairs at 33 colleges and universities in Georgia created in September 1968 by the Callaway Foundation. A \$10 million trust fund was established to aid colleges in retaining superior faculty members. Augusta College chose philosophy as the field for its first endowed chair.

The Cree-Walker Chairs: The Cree-Walker Professorships in Business Administration, Communications, and Education were established in memory of the Reverend and Mrs. Howard T. Cree and Mr. J. Miller Walker, the parents and husband of the late Mrs. J. Miller Walker. The chair in business administration was established to help in bridging theory to practice and maintaining links between the School of Business Administration and the community. The chair in communications is intended to be a catalyst to enhance the interface between the School of Business Administration and the communications program in the School of Arts and Sciences and to ensure a contemporary perspective in teaching, research, and professional service associated with the field of communications. The chair in education is intended to be a catalyst to enhance pre-service and in-service teacher education programs at the college and to develop and maintain ties to appropriate fields within the School of Arts and Sciences.

William S. Morris Eminent Scholar in Art: The Eminent Scholars Chair in Art was approved in March of 1988 by the Board of Regents of the University System of Georgia. The chair, named in honor of the late William S. Morris, is the first Eminent Scholars Chair at any University System senior college. The \$1 million endowment for the chair was established through contributions from William S. Morris III, chairman of the board and chief executive officer of Morris Communications Corp., parent company of The Augusta Chronicle and the Augusta Herald; the Georgia General Assembly; and the Augusta College Foundation, Inc. The Georgia Eminent Scholars Endowment Trust Fund was created in 1985 by the Georgia General Assembly. The purpose is to provide challenge grants to University System of Georgia colleges and universities to endow chairs designed to attract eminent scholars to join their faculties.

The Maxwell Chair: The Grover C. Maxwell Chair of Organization Behavior was established by the three sons of Grover Cleveland Maxwell, Sr. A \$150,000 trust fund was established to promote and encourage teaching proficiency and high scholastic attainment at Augusta College. The Maxwell Professor of Organization Behavior is selected by the President of Augusta College with the advice of a special committee.

Alumni Professor of Business Administration: The Alumni Professorship of Business Administration was created in 1979 and is jointly funded by the Augusta College Alumni Association and the Augusta College Foundation. The Professorship was established to aid the School of Business Administration in recruiting and retaining an outstanding faculty scholar or business executive-in-residence.

Financial Aid: See "Step 3" in the "How to Enroll at Augusta College" section of this catalog.

General Education

A core curriculum was developed by the University System of Georgia for the general purpose of aiding and facilitating the education progress of students as they pursue baccalaureate degrees within and among the units of the University System. It provides the basic course of study that would normally be covered in the first half of a baccalaureate degree program.

General Education: Goals

The college's policies on the core curriculum are governed by the University System's and by the college's statement on goals in general education, which is as follows:

Knowledge: Upon completion of their general education requirements, students will have acquired college-level knowledge in the following areas:

1. *The contemporary world*, including its history, geography, institutions, interdependence, belief systems, political and economic systems, predominant cultures, and major global issues and problems.
2. *The United States*, including government, institutions, resources, history, and problems.
3. *Human behavior*, including individual and group behavior, and the forces and factors that govern such behavior.
4. *The arts*, including the forms and elements of the literary, musical, and visual arts, and the major ideas and works which have shaped western culture.
5. *Mathematics and the sciences*, including concepts, terms, and procedures common to the sciences, the processes of systematic experimentation, and the implications of scientific and technological progress.

Skills: Upon completion of their general education requirements, students will have acquired college-level skills in the following areas:

1. *Thinking*, including the ability to integrate new information with information previously acquired, and to solve complex problems which require abstract and critical thinking.
2. *Communication*, including the ability to read, write, listen, and speak at an appropriate level for college work and their careers, using Standard English in formal contexts, and basic competence in at least one foreign language.
3. *Mathematics*, including the skill to solve problems and interpret quantitative information in a variety of disciplines.
4. *Critical appreciation*, including the ability to appreciate and make informed judgments about the arts.
5. *Research*, including the ability to use computerized data bases, do laboratory experimentation, engage in library research, and report the results of research in correctly documented form.

Perspectives: Upon completion of their general education requirements, students will have acquired broadened perspectives in the following areas:

1. *Decision-making*, including recognition of the differences between informed and uninformed decisions, of the ethical dimensions of decisions and actions, and of the values implicit in them.
2. *Tolerance*, including understanding of, and respect for, individual and cultural diversity.
3. *Learning*, including recognition of the importance of continuing to question and learn, and of the interdependence of all fields of knowledge.

For details of core requirements, see "Graduation Requirements" below.

Georgia Constitution Requirement, Georgia History Requirement: See "Special Legislative Requirements" and/or look under "Graduation Requirements" for the "Undergraduate Graduation Requirements" listing.

GPA (Grade Point Average): See "Academic Standing and Grade Point Average (GPA)."

Grade Changes

Undergraduates: Any grade changes must be accomplished within the quarter imme-

Grade Changes

diately following the quarter in which the grade was originally reported.

Graduate Students: Any grade changes must be accomplished within the quarter immediately following the quarter in which the grade was originally reported unless the course has been programmatically excluded from this requirement by the dean of the appropriate school or department chairman of the unit in which the course is offered.

Grade Point Average (GPA): See "Academic Standing and Grade Point Average."

Grading System: Developmental Studies

Quality points are not computed for Developmental Studies courses. No degree or graduation credit is earned in Developmental Studies courses, though institutional credit is awarded if a satisfactory grade is earned. *See also: Developmental Studies, Rules for Students in."*

Grading System: Graduate

Grades used in calculating the graduate grade point average are as follows:

- A Excellent 4.0
- B Good 3.0
- C Poor 2.0
- D Unsatisfactory 1.0
- F Failure 0.0
- WF Withdrew, failing 0.0

The following symbols are used in the cases indicated, but are not included in the determination of the grade point average:

I: Incomplete—Student doing satisfactory work, but for non-academic reasons beyond the control of the student, was unable to meet the full requirements of the course. The maximum time for completing course work to remove an I is one quarter; otherwise, the I will be automatically changed to F. In the case of theses, practica, and internships, an I must be removed within one calendar year, or it will be changed to F.

IP: In Progress—See the course description for Education 799.

W: Withdrawal, without penalty—The W will be assigned if the student officially withdraws from the course at midterm or before. A grade of WF will be assigned after midterm unless the student withdraws because of non-academic hardship and has a passing average at the time of withdrawal.

S: Satisfactory—Indicates satisfactory completion of degree requirements other than academic course work.

U: Unsatisfactory—Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.

V: Audit—Indicates that the student was enrolled in the course as an auditor. Students may not transfer from audit to credit status or vice versa.

K: Credit by examination.

NR: Not reported—Indicates that the grade was not reported.

*The S and U symbols are used for dissertation and thesis hours, clinical practicum, internship, and proficiency requirements in graduate programs, and the following graduate or graduate creditable courses: Education 500, 677, 678, 735, 737, 797, 799, 799; Health Education 735; Health and Physical Education 735, 799; Mathematics 500; Psychology 696, 697, 698, and 699.

An average of B must be maintained on all courses attempted in a degree program.

Grading System: Undergraduate

Grades used in calculating the undergraduate grade point average are as follows:

- A Excellent 4.0
- B Good 3.0
- C Satisfactory 2.0
- D Passing 1.0
- F Failure 0.0
- WF Withdrew, failing 0.0

The following symbols are used in the cases indicated, but are not included in the determination of the grade point average:

- I:** Incomplete—Student doing satisfactory work, but unable to meet the full requirements of the course because of non-academic reasons. The maximum time for completing course work to remove an I is one quarter; otherwise, the I will be automatically changed to F.
- W:** Withdrawal, without penalty—The W will be assigned if the student officially withdraws from the course at midterm or before unless the student has been charged with academic dishonesty. A grade of WF will be assigned after midterm unless the student withdraws because of non-academic hardship and has a passing average at the time of withdrawal.
- S:** Satisfactory—Indicates satisfactory completion of degree requirements other than academic course work.
- U:** Unsatisfactory—Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.
- V:** Audit—Indicates that the student was enrolled in the course as an auditor. Students may not transfer from audit to credit status or vice versa.
- K:** Credit by examination.
- NR:** Not reported—Indicates that the grade was not reported.

*The S and U symbols are used for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs, and the following courses: Anthropology 496; Art 496; Business Administration 496; Chemistry 496; Communications/Broadcasting 496; Communications/Drama 496; Communications/Journalism 496; Communications/Public Relations 496; Communications/Speech 496; Computer Science 496; Education 433, 434, 435, 436, 437, 439, 491, 492, 493, 496; English 494, 496; History 496; Mathematics 496; Music 195, 496; Physics 496; Political Science 496; Psychology 496; Sociology 496; Social Work 358, 496.

Graduate Student Transfer Credit: See "Transfer Credit for Graduate Students."

Graduation Requirements: Graduate and Undergraduate

Application for Graduation: The application must be completed and filed with the registrar no later than the mid-term date of the quarter preceding the final quarter of course work. Students must be approved formally for graduation by the faculty.

Graduation Exercises: Degrees are conferred formally at the close of the spring quarter (in June) and at the close of the fall quarter (in December). Students who complete all requirements for the degree by the end of winter quarter or spring quarter receive degrees in June. Students who complete all requirements for the degree by the end of summer quarter or fall quarter receive degrees in December. Unless excused in writing by the appropriate dean, degree candidates must attend graduation exercises.

Payment of Financial Obligations: No student will be permitted to graduate if he or she is in default on any payment due to the college.

Undergraduate Graduation Requirements: To see the specific graduation requirements to the program you wish to follow, see the "Academic Programs" section of this catalog. To qualify for an undergraduate degree from Augusta College, the candidate must satisfy the following conditions:

Graduation Requirements

School of Arts and Sciences: For B.A. and B.S. degrees in the School of Arts and Sciences, students must earn 45 to 80 hours in the major and 20 to 29 hours in the minor, depending upon the field, with a grade of "C" or better in each course. The Bachelor of Music degree and the Bachelor of Fine Arts degree are more professionally oriented programs and require more hours in the major field. The performance major in the Bachelor of Music or the Bachelor of Fine Arts does not have a minor field. The Music—Secondary School Teaching major does have a minor in education and a reduced number of hours in music. Communications/Speech (either COS 100 or COS 101, depending on the major) is also required in all Arts and Sciences majors. Together with the core curriculum and electives and/or foreign language, statistics, and computer science courses, depending on the major, these requirements will normally total 187 to 197 hours.

Additional Degrees: Normally, two identical degrees are not awarded. However, a student may receive the appropriate degree of any other program by completing the additional requirements of that program and earning at least 45 hours of resident credit (30 hours for the associate degree) in excess of the requirement for the original degree.

Core Curriculum: The core curriculum includes ninety hours, of which sixty are in general education and thirty are in a major area of study. It is divided into four areas, with twenty credits in each of the three general studies areas. A student who completes the requirements of the core, or any area of the core, will have the assurance that credit for all of this work can transfer to any other unit of the University System. All candidates for the bachelor's degree at Augusta College must satisfactorily complete the three general areas of the core curriculum as well as the fourth area relating to their major field. The list of courses in the core curriculum is set forth in the "Cs" in the alphabetical "Academic Programs" section of this catalog.

Course Requirements: Complete a minimum of 90 hours for the associate degree or 180 hours for the baccalaureate degree (exclusive of credit earned in lower division Physical Education courses) as specified for the candidate's program. Included in the baccalaureate degree program is a requirement for 5 hours credit in Humanities 323. Candidates for both associate and baccalaureate degrees in the School of Arts and Sciences are also required to complete either Communications/Speech 100 or Communications/Speech 101. There will be a minimum of 70 hours of upper division courses required for students graduating with the baccalaureate degree beginning in 1988. However, a student graduating with the degree of Bachelor of Arts with a major in Music may count all courses taken to fulfill the foreign language requirement for the degree as upper division credit for the purpose of meeting the 70-hour requirement.

Credit from Other Institutions: See below in this listing, *Residence Requirement and Credit from Other Institutions:*

Degree Requirements in Effect at Candidacy for Graduation: A candidate for graduation is normally subject to requirements in effect at the time of initial enrollment; however, changes may have been made while the student is enrolled. The changes in requirements shall be implemented so as to minimize the problems of transition for currently enrolled students, but, since changes are considered to be improvements, the new requirements will normally apply. Exceptions may be made by the department chairperson in conjunction with the advisor, appropriate department faculty, and, as necessary, the dean.

A student who is not enrolled for two or more consecutive years or who transfers for two or more quarters to another institution will be subject to the requirements in effect at the time of readmission.

A list of all changes in graduation requirements will be compiled at the end of each spring quarter. This will be distributed at fall registration and made prominently available at subsequent registrations, and will be available at all times in the office of the registrar and through the advisors. In addition, all actions regarding graduation requirements will be submitted for publication in the college newspaper.

Grade Point Average: Achieve an institutional grade point average of at least 2.00 on

Graduation Requirements

all work attempted at this college.

Graduation Fee: This fee is to be paid to the Business Office at the time the application for graduation is submitted.

Legislative Requirements: Demonstration of a knowledge of United States history, Georgia history, the United States Constitution, and the Georgia Constitution as required by Georgia state law. See "**Special Legislative Requirements.**"

Physical Education Requirement: Complete the required courses in physical education or satisfy conditions for a waiver of requirements. See "**Physical Education Requirements**"

Residence Requirement and Credit from Other Institutions: If seeking an associate degree, complete in residence at Augusta College a minimum of 30 hours of academic credit. If seeking a baccalaureate degree, complete in residence at Augusta College a minimum of 45 hours of academic credit in courses numbered 300 and above. At least 30 hours of this credit must be earned after achieving senior status. At least one-half of the major concentration and at least one-half of the minor concentration must be completed in residence at Augusta College. A student majoring in medical technology must have the equivalent of his or her junior year in residence. A student who has satisfied the foreign language requirements for his or her degree may count the courses taken during the junior and senior years in any other foreign language, regardless of course numbers, toward the upper division (300-400 level) graduation requirements.

The amount of credit that the college will allow for work done in another institution within a given period of time may not exceed the normal amount of credit that could have been earned at the college during that time. The appropriate academic dean determines which credits may be applied toward fulfilling degree requirements. A maximum of 96 hours of credit earned in a junior college may be applied toward a degree.

Regents' Testing Program Examination: Demonstration of proficiency in writing skills by passing all parts of this examination. The examination is administered each quarter and students are advised when they are eligible and must take this examination. Transfer students who are eligible will be notified of the earliest testing date following their initial enrollment.

Special Examinations: Special examinations may be required of the student as he or she progresses through various levels of the curriculum.

Graduate Student Graduation Requirements: To see the specific graduation requirements for the program you wish to take, see the "Academic Programs" section of this catalog.

Admission to Candidacy: An application for admission to candidacy for a master's degree should be submitted to the appropriate office not earlier than the completion of fifteen hours of satisfactory graduate work, and not later than the first week of the final quarter in which the student is to be enrolled. To be admitted to candidacy, a student must have satisfactory test scores, acceptable quality work, classification as a regular graduate student, and the approval of his or her school or major department. See individual programs for specific requirements for admission to candidacy.

Advisement: Upon admission to graduate study for the master's degree, each student will be assigned an advisor by his or her school dean or department chair.

Comprehensive Examination: Each student may be required to take a comprehensive examination which is oral and/or written at the discretion of the school or department. The examination covers all work prescribed by the student's program. In some programs, an outside member of the faculty will be present for the evaluation of the student via comprehensive examination and/or the defense of the thesis. This representation shall be from a different school or department other than that of the student. The student must be registered at the time of the examination.

Degree Requirements in Effect at Candidacy for Graduation: A candidate for graduation is subject to requirements in effect at the time of initial enrollment. However, a student who is not enrolled for two or more consecutive years must satisfy require-

Graduation Requirements

ments in effect at the time of his or her re-admission. A student returning to Augusta College, after having transferred to another institution for two or more quarters, must comply with degree requirements in effect at time of re-admission.

Language Requirements: Each department or school offering a major in the M.S. program will require an appropriate research tool. Examples of such would include one or more courses in computer science, research methodology, or statistics, or a means of measuring reading competency in a foreign language. If applicable, the Department of Languages and Literature will approve and, if appropriate, administer the examinations which measure language reading competency.

Required Hours in Graduate Programs: For the Master of Science in Psychology, see the "Academic Programs" section of this catalog.

With respect to other master's programs, for those which require a thesis the minimum number of hours for graduation is forty-five hours plus fifteen hours credit for theses. Thirty of these credit hours must be in the major field. For those which do not require a thesis, sixty hours is the minimum, with a minimum of forty credit hours in the major field.

In compliance with the University System of Georgia policy, a minimum of one-half of the hours required for the degree must be earned in residence. A maximum of one-half of the hours required for the degree may be earned in courses offered off campus, including courses offered through the Area Teacher Education Services.

Research Requirement: All master's degree students in the School of Education are required to take an approved course in educational research.

Residence: No more than fifteen hours of credits or their equivalents can be transferred from another institution. The student must be registered in the college during the quarter in which he or she completes requirements for graduation. The total number of hours to be transferred must be recommended by the school or department offering the degree program.

Thesis: A thesis may be required for the M.S. degrees. The thesis must meet the standards set by the school. Any student following the thesis option will be guided in the thesis work by his or her advisory committee. When appropriate, the student must file three typewritten copies of the thesis (original and two carbons) signed by the advisor and the dean of the appropriate school with the office of the dean of the school not later than two weeks prior to the date of graduation. (The school may require these theses to be bound at the student's expense). One copy at least should be permanently filed in the library.

A non-thesis option is applicable to the Master of Science degree. The non-thesis option is departmental; it is not an individual's option except as departmentally approved. The M.B.A. and the M.Ed. degrees do not require theses.

Time Limit: All work including any thesis and comprehensive examinations must be completed within a six-year period. For specifics see the individual programs.

Grievances: See "Student Academic Grievances" and/or "Student Academic Appeals."

Handicapped Students: See "Disabled Students"

History Requirements: See "Graduation Requirements: Undergraduate" and "Special Legislative Requirements."

Honesty: See "Academic Honesty."

Honors: Graduation with,

Excellence in academic work is recognized at graduation by the award of honor rank in general scholarship. The cumulative grade point average is used in the awarding of academic honors. A student who averages 3.85 or more is graduated *summa cum laude*; one who averages 3.65, but less than 3.85, is graduated *magna cum laude*; and

Honors: Graduation with

one who averages 3.50, but less than 3.65, is graduated *cum laude*. This distinction of high academic achievement is placed on the student's diploma and is noted on the permanent record.

A student who has transferred to Augusta College is eligible to graduate with honors only if the grade point average for his or her entire college career meets one of the above requirements and the student has completed at least half of his or her courses in residence. **Also see: "Deans' Lists."**

Hours: See "Unit of Credit."

Incompletes: See "Grading System" and "Grade Changes."

Insurance

By special arrangement the college approves a student health insurance policy which also provides benefits for accident and accidental death and dismemberment. The magnitude of student participation in the plan allows the insurer to offer excellent benefits for a minimal premium. Applications for student insurance may be made at quarterly registrations.

Language Requirements: See individual programs in the "Academic Programs" section of this catalog. Also see "Graduation Requirements: Graduate Students."

Legislative Requirements: See "Special Legislative Requirements."

Life Enrichment Students: See "Step 1" in the "How to Enroll at Augusta College" section of this catalog.

Majors

A major concentration normally requires a minimum of 45 hours. (Also see "Graduation Requirements.") Grades below C are not accepted for courses in a major concentration. Some departments or schools require general education or cognate courses in addition to the core curriculum and major courses. Satisfactory completion of the major concentration is certified by the major department or appropriate school. A student pursuing a degree program may declare a multiple major, in which case a minor concentration will not be required. The student must complete all requirements for each major. Upon completion, the multiple major will be recorded on the permanent record. For details on a specific major concentration, see the "Academic Programs" section of this catalog.

Maxwell Chair: See "Endowed Professorships."

Minors

All bachelor's degree programs require a minor, with the exception of those leading to the degrees of Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Science in Education, and the performance major in the Bachelor of Music. A minor consists of 20 to 29 hours of upper-division courses depending upon the area of concentration. Grades below C are not accepted for a minor concentration. Satisfactory completion of the minor concentration is also certified by the minor department or school. Once the minor field is selected, the student should seek academic advisement for this concentration within the department or school in which he or she is minoring.

Teacher certification other than elementary education (early childhood or middle grades), health and physical education, and special education may be obtained by minoring in education and majoring in a selected field of study.

Minors

For details on a specific minor field, see the "Academic Programs" section of this catalog.

Morris Eminent Scholars: See "Endowed Professorships."

Non-Traditional Studies, Credit for

Non-traditional studies are defined as studies other than those taken in the normal college or university classroom situation. Determination of whether college credit will be awarded for non-traditional studies is based upon a recommendation by the chairperson of the academic department concerned and an approval by the appropriate academic dean. An examination may be required to validate knowledge gained before credit is awarded. Questions concerning the type of credentials to be submitted in support of requests for credit should be directed to the Admissions Office. **Also see the paragraph on credit by examination in "Freshman Admissions Requirements" in the "How to Enroll at Augusta College" section of this catalog.**

Physical Education Requirements

Baccalaureate Degree. Each student is required to pass six courses (selected from 101-191) of physical education which should normally be completed during the freshman and sophomore years. Unless a waiver (as outlined below) is granted, the requirement will consist of Healthful Living (Physical Education 191), one course in aquatics (Physical Education 141-149), and four other courses to be selected from the physical education curriculum. The electives may be repeated, but it is strongly suggested the student take advantage of this opportunity to develop a wide range of skills.

Associate Degree. Each student is required to pass three courses (selected from 101-191) of physical education. Unless a waiver (as outlined below) is granted, the requirement will consist of Healthful Living (Physical Education 191), one course in aquatics (Physical Education 141-149), and one other course to be selected from the physical education curriculum.

Waivers and Substitutions. Waivers are the same for the Baccalaureate Degree program and the Associate Degree program, as follows:

- A) Veterans: Based on a minimum of one year of continuous active duty, a veteran may present a copy of form DD 214 to the Registrar for verification, and be exempted from the Physical Education requirements.
- B) Age: A student 25 years of age or older at the time of his or her first registration at Augusta College or at the time of re-enrollment after an absence of two or more years is not required to take physical education courses.
- C) Evening Students: A student who completes 50 percent or more of the courses required for his or her degree from courses scheduled after the seventh period is not required to take physical education courses.
- D) Medical Statement: A student who presents a medical statement from a physician stating he or she is not capable of activity-type courses may satisfy the requirement by successfully completing Physical Education 191 and two courses in Sports Appreciation (Physical Education 195 and 196). The medical statement must be presented in person by the student to the Chairman of the Department of Physical Education.

Plagiarism: See "Academic Honesty."

Post-Baccalaureate Teacher Education: See "Teacher Education" and "Teaching Certificates: Post-Baccalaureate Students."

Predicted College Average: See "Step 1" in the "How to Enroll at Augusta College" section of this catalog.

Physical Education Requirements

Probation: See "Academic Standing and Grade Point Average (GPA)."

Program Changes: see "Curriculum Changes"

Provisional Admission to the M.Ed.: see the first page of the "How to Enroll at Augusta College" section of this catalog.

Public Safety Services (1401 or 737-1401)

Services provided by the Public Safety Division include escort service upon request, engraving of personal property, correcting minor vehicle problems, and most importantly twenty-four hour police protection and first aid, which have priority over other services. Public Safety can be reached by dialing 1401 from any campus phone, except payphones.

Quarter Hours, Quarter System: See "Unit of Credit."

Regents' Testing Program

The following is the policy of the Board of Regents of the University System of Georgia and Augusta College regarding the Regents' Testing Program:

A) Requirements: Students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement of graduation. Passing the Regents' Test is defined as having passed all components of the test by scoring above the cutoff score specified for each component. If one component of the test is passed, that component need not be retaken; this provision is retroactive to all students who have taken the test in any form since the inception of the program.

B) Exceptions:

1. Students who hold a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test.
2. Students whose mother tongue is other than English may be exempted from taking the Regents' Test, but they will be expected to demonstrate their skills by performing acceptably on a comparable examination.

C) When to take the Regents' Test:

1. Students who have satisfactorily completed English 101 and 102 or English 111 or have earned 45 hours of credit must take the Regents' Test the next quarter in which they are enrolled. Students who fail to take the test at this time will not be allowed to register for subsequent quarters until they have taken the test.
2. Students who have passed only one portion of the Regents' Test are required to take only the segment they have not passed.
3. Transfer students from within the University System will be held to all policies as described herein. Transfer students from outside the University System who receive 45 or more credit hours of transfer credit must take the Regents' Test no later than the second quarter of enrollment. Thereafter, they are subject to all other provisions of this policy.

D) Remediation Requirements:

1. Students who have earned 74 or fewer hours and who fail one or both parts of the Regents' Test must take English 101 or 102 if they have not satisfactorily completed these courses or English 051 and/or 052 if they have completed these courses; students who have earned 75 hours of credit or more must take English 051 and/or 052 (as appropriate) for remediation whether or not they have completed English 101 or 102.
2. Students required to enroll in English 101, 102, 051 and/or 052 as required above must meet all requirements of these courses. Students required to take English 101, 102, 051, and/or 052 may not take an overload or withdraw from this class. Students who miss the equivalent of one week of class will be withdrawn from the class,

Regents' Testing Program

prohibited from taking the Regents' Test that quarter, and made ineligible to register at Augusta College for the following quarter.

3. Part-time students taking only one course per quarter may be permitted to take remediation and repeat the test in only one area at a time although they may have previously failed both components of the Regents' Test. Students who select this option may not take regular degree credit courses during that quarter.

E) Regents' Test Remediation Appeal Procedure: Students who wish to appeal the requirement that they remediate, as specified in "D" above, should make their appeals in writing to the Vice President for Academic Affairs.

Students who appeal merely because remediating is inconvenient or because they have already registered for the current quarter should not expect to have their appeals approved.

F. Review of Essay: A student may request a formal review of his or her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded and if the student has successfully completed English 101 and 102. Any student who fails the essay component of the Regents' Testing Program may secure a copy of his or her essay from the Department of Languages and Literature. The student should enroll in English 052 and take the copy of the essay to his or her first class. The instructor will review and mark the essay indicating if he or she thinks the essay should be appealed. If the instructor and the student agree that the essay should be appealed, they will submit an unmarked copy of the essay to a committee consisting of three faculty members appointed by the Vice President for Academic Affairs. If the student does not concur with the 052 instructor's evaluation of the essay, he or she may appeal the essay by immediately notifying the committee of his or her intent to appeal and requesting that an unmarked copy of the essay be sent to the committee. If a majority of the review panel feels that the essay should be appealed, the committee will send its recommendation, along with a copy of the essay, to the System's Director of the Regents' Testing Program. On the other hand, a vote by the committee to sustain the essay's failing score will terminate the review process.

The initial step in the review and the review itself are intended to deal with perceived errors in ratings. The review is not automatically indicated by a student's failure to pass the essay. A review is indicated only when there is substantial question concerning the accuracy of scoring and when the criteria set forth in the first sentence of this section on Review of Essay have been met.

The on-campus review committee will consist of three members, each of whom is an experienced essay rater. A decision by the on-campus review panel to terminate the review is final; this decision cannot be appealed to any other office, except in cases where it is reasonably alleged that an adverse decision was based on discrimination with respect to the student's race, religion, sex, handicap, age, or national origin.

Repeating a Course for a new grade: See "Course Repeat Policy."

Research Center

The Research Center is a nonprofit organization established to serve the Central Savannah River Area. The center is an integral part of Augusta College and utilizes the expertise of the faculty and staff.

The center provides all types of research. Specific survey services offered include political surveys, market research, and other data collection and analysis projects.

A benefit to the college is student involvement in research activity. Many of the projects are of a type that permits students to serve effectively as support personnel.

The center is self-supporting, depending upon users' fees charged the clientele.

Residence Requirements: See "Graduation Requirements."

September Experience: See "Teacher Education."

Seventy-Hour Rule: Look under "Graduation Requirements" for the "Undergraduate Graduation Requirements" listing.

The School of Arts and Sciences

The School of Arts and Sciences assists in development of basic skills, provides essentials of a general education, and also provides advanced subject-area competence needed by involved citizens in a democratic society. These objectives are pursued through the offering of masters, baccalaureate, and associate degree programs appropriate to college resources and the needs of the community. Another objective of the School of Arts and Sciences is to support degree programs in the School of Business Administration and the School of Education by providing a variety of graduate and undergraduate course work as well as courses that are preliminary to professional training in such fields as engineering, law, medicine, and military science.

The School also offers a military science curriculum that prepares a student for a commission in the United States Army, the United States Army Reserve or the United States National Guard, and a variety of programs leading to minors.

Members of the faculty of the School of Arts and Sciences are as follows:

Acting Dean: House, E.A.

Department of Biology

Professor: Black, J.B.; Urban, E.K., Chair

Associate Professor: Bickert, J.H.; Gordon, J.E.; Stullken, R.E.; Wellnitz, W.R.

Assistant Professor: Saul, B.; Snyder, D.C.; Tugmon, C.R.

Temporary Assistant Professor: Holland, L.N.

Department of Chemistry and Physics

Professor: Bowsher, H.F.; Ezell, R.L., Chair

Associate Professor: Stroebel, G.G.

Assistant Professor: Colbert, T. M.; Crute, T. D.; Cobb, C.L.; Hobbs, D.S.; Myers, S.A.;

Department of Developmental Studies

Professor: House, E.A.; Dodd, W.M., Chair

Associate Professor: Rice, L.

Assistant Professor: Gardiner, T.C.; Luoma, K.E.; Richardson, S.; Whittle, S.T.; Walton, O.M.

Instructor: Cohen, J.T.; Craig, C.M.; Handley, P.B.; Huffstetler, D.E.; Stallings, J.R.; Stewart, B.B.

Department of Fine Arts

Professor: Drake, A.H.; Fominaya, E.; Rosen, J. (William S. Morris Eminent Scholar in Art); Toole, W.F.; Schaeffer, J.G., Acting Chair

Associate Professor: Thevaos, A.D.; Williams, J.E.

Assistant Professor: Banister, L.L.; Comer, F.E.; Floyd, R.W.; Rust, B.L.; Schwartz, M.; Stroeher, M.S.

Temporary Assistant Professor: Hollingsworth, P.

Department of History and Anthropology

Professor: Callahan, H.; Cashin, E.J., Chair

Associate Professor: Murphy, C.P.H.

Assistant Professor: Caldwell, L.A.; Searles, M.N.; vanTuyll, H.P.; Williams, V.S.;

Temporary Instructor: Floyd, E.R.

School of Arts and Sciences

Department of Languages and Literature

Professor: Atkins, A.M.; Evans, W.E.; Friedmann, A.E. (Cree-Walker Professor of Communications); Garvey, J.W.; Johnson, L.B., Acting Chair; Johnson, W.J.; Stracke, J.R. Wharton, T.F.; Yonce, M.J.; Bloodworth, W.A., Jr., President.

Associate Professor: Blanchard, M.K.; DuBose, M.M., Acting Associate Chair; Fanning, C.E.; Kellman, L.A.; Muto, E.T.; Prinsky, N.R.; Robertson, J.D.; Sandarg, J.I.

Assistant Professor: Aubrey, K.L.; Burneko, G.M.B.; Herrmann, J.A.; May, J.C.; Pollard, L.O.; Sladky, P.D.; Smith, J.H.; Warner, G.E.; Young, M.R.;

Temporary Instructor: Cheney, M.E.; Flannigan, R.A.; Greenbaum, G.; Hand, A.P.; vanTuyl, D.R.

Instructor: Filippo, A.M.; Sutherland, N.E.; Griswold, S.Y.

Writer-in-Residence: Shivers, L.

Department of Mathematics and Computer Science

Professor: Bompart, B.E.; Maynard, F.J.; Pettit, M.E., Chair; Thompson, G.G.

Associate Professor: Benedict, James M.; Bryan, E.H.; Hamrick, A.K.;

Assistant Professor: Benedict, J. Michelle; Chernesky, M.P.; Hermitage, S.A.; Jarman, R.O.; Medley, M.D.; Rychly, C.J.; Sethuraman, S.N.; Sligar, J.C.; Thiruvaiyaru, D.S.

Temporary Assistant Professor: Hoganson, K.E.

Instructor: Eagle, D.L.

Temporary Instructor: Crawford, L.B.

Department of Military Science

Professor: Kinniburgh, S.P.

Assistant Professor: Milligan, E.T.; Baker, C.G.

Department of Nursing

Professor: Billue, J.S., Chair;

Assistant Professor: Capers, E.S.; Collins, B.R.; Flowers, C.C.; Moss, P.B.; Price, C.R.; Schlesselman, S.M.; Sisk, J.E.; Vincent, S.K.; Williams, M.T.

Instructor: Francis, S.M.

Temporary Instructor: Helfers, M.J.

Department of Political Science

Professor: Chen, G.P.; Walker, R.H., Chair

Associate Professor: Jensen, J.L.

Assistant Professor: Bourdoulakis, C.; Whiting, R.A.; Wood, G.Y.; Jegstrup, E.;

Department of Psychology

Professor: Cahoon, D.D.; Edmonds, E.M.; Hobbs, S.H., Chair; Moon, W.H.; Sappington, J.T.

Associate Professor: Ellis, J.R.; Reeves, R.A.

Assistant Professor: Weyermann, A.G.

Temporary Instructor: Bloedau, L.J.

Department of Sociology

Associate Professor: Arthur, J.A.; Betsch, S.J.; Johnston, R.L.; Reese, W.A., Acting Chair; Thompson, E.H.

Assistant Professor: Case, C.E.

Temporary Assistant Professor: Griffith, T.L.

ARTS AND SCIENCE PROGRAMS: See the "Academic Programs" section of this catalog

School of Business Administration

The School of Business Administration

The School of Business Administration prepares students for leadership and service in business, the professions, and government, and for becoming responsible citizens and leaders in society. Viewing organizations as operating in a dynamic social, political, and economic environment, the School performs four functions with respect to its purpose:

1. To offer students the firm base of liberal education characteristic of all educated persons.
 2. To provide students with a thorough understanding of the operational and managerial functions of modern business.
 3. To stimulate interest in social, economic, and civic responsibilities.
 4. To promote intellectual maturity and personal growth through continuing education.
- In addition, the school contributes to knowledge through the research activities of its faculty and students.

The School comprises the Department of Accounting, Economics, and Finance and the Department of Management, Marketing, and Management Information Systems. The School participates in programs of adult education both on and off the campus. The undergraduate curricula leading to the Bachelor of Business Administration degree with major concentrations in accounting, economics/finance, management, marketing, and general business also require that undergraduate majors take a minimum of 50 percent of their work in general education. Within the school, every major curriculum is constructed around a common core of courses in the functional areas of business and economics.

The School of Business Administration is advised and supported by an advisory board chaired by Mr. H. M. Osteen, Jr., Chairman of the Board, Banker's First. This group of local business leaders meets quarterly and serves as a bridge between the School and the community. Members in 1992-93 were:

- Mr. John L. Barnes, Jr., Executive Vice President, Graniteville Company
Mr. David L. Burton, City President, Wachovia Bank of Georgia, N.A.
Mr. James H. Childress, Operations Manager-Customer Service, Southern Bell
Mr. John T. Cosnahan, Administrative Partner, Baird and Company
Mr. Lee W. Curley, First Vice President and Branch Manager, Robinson Humphrey Company
Mr. Edwin L. Douglass, Jr., President, E.L.D., Inc.
Mr. Joseph D. Greene, Cree-Walker Professor of Business Administration, School of Business Administration, Augusta College
Ms. Linda Harden, Manager, Augusta Mall
Ms. Pat Harris, Vice President of Finance and Administration, Augusta Sportswear
Ms. Pat Jefferson-Jones, President, Pat Jefferson Realty
Mr. J. Donald Johnson, Marketing Manager, U.S. Marketing Services, International Business Machines Corp.
Mr. Peter S. Knox III, Chairman of the Board, Merry Land and Investment Company, Inc.
Mr. Keith Kreager, Regional Director of Manufacturing, Arcadian Corporation
Mr. Edward G. Meybohm, President, Meybohm Realty, Inc.
Mr. Julian Miller, General Manager, The Augusta Chronicle and Augusta Herald
Mr. William C. Moye, President, DSM Services USA, Inc.
Mr. H. M. Osteen, Jr., Chairman of the Board, Bankers First
Mr. Joe Pollock, President, Pollock Office Machine Company
Mr. Charles B. Presley, Chairman, Executive Committee, First Union Corporation of Georgia
Mr. John Scala, Plant Manager, Nutrasweet Company
Mr. Abram Serotta, Serotta, Maddocks and Devanny CPA's
Mr. A. H. Thompson, Vice President and Trust Officer, Trust Company Bank of Augusta
Mr. Herbert S. Upton, President, Upton Management Company, Inc.

School of Business Administration

Ms. Linda Walter, Manager, Media and Company Relations, Westinghouse Savannah River Company

Members of the faculty of the School of Business Administration are as follows:

Dean: Farmer, M.K.

Graduate Studies: Bramblett, R. M., Director

Student Advising & Support: Lisko, M.K., Director

Department of Accounting, Economics, and Finance

Professor: Dowling, W.A., Chair; Farmer, M.K.; Kuniansky, H.R.

Associate Professor: Bradley, M.P.; Greene, J.D.; Jackson, P.Z.; Leightner, J.E.; Miller, J.R.;
Bradley, M.P.; Miller, J.R.

Assistant Professor: Brauer, J.; Lisko, M.K.; Sherrouse M.T.; Styron, W.J.; Ziobrowski, B.J.

Department of Management, Marketing, and Management Information Systems

Professor: Brannen, D.E., Chair; Mobley, M.F.; Rutsohn, P.D.;

Associate Professor: Bramblett, R.M.; Ibrahim, N.A.; Schultz, T.A.

Assistant Professor: Birdseye, M.; Coleman, B.C.; Grayson, J.M.; Pelton, L.E.; Grayson, J.M.

Instructor: Kirk, R.

Temporary Instructor: Bramblett, D.R.

BACHELOR OF BUSINESS ADMINISTRATION

A student pursuing a business administration curriculum may choose an area of major concentration from one of the following: Accounting, Finance/ Economics, Management, Marketing, General Business. In the following listing, all courses carry 5 hours of credit, except as noted.

Core Requirements

Since the core curriculum (Areas I, II, III and IV) is preparatory, the student must complete all requirements during the freshman and sophomore years.

Area I Humanities: ENG 101-102, or ENG 111 (grades of C, or above in each course);
HUM 221-222

Area II Mathematics and Sciences: MAT 107-122. Sciences (Select one ten-hour sequence): BIO 101-102, CHM 121-122, CHM 121-106, CHM 105-106, GLY 101-102, PSC 101-102, PCS 201-202, PCS 211-212, PCS 211-213

Area III Social Sciences: HIS 211 or HIS 212; POL 101; PSY 101 or SOC 101; Select one of the following: ANT 101, 201, HIS 115, 116, 211, 212, PHY 101, POL 201, 204, PSY 101, SOC 101, 202, 221.

Area IV Core curriculum related to all major concentrations for the B.B.A. degree: ACC 211-212; MIS 210; ECN 251-252; COS 101

Graduation Requirement: HUM 323

Required Business Administration Junior and Senior Common Curriculum (Grades of C, or above, required in each course), 45 hours.

Major Concentration (Grades of C, or above, required in each course), 30-35 hours.

Electives (depending on major concentration), 5-10 hours.

Physical Education (Physical Education 191 [2 credit hours], one aquatic course, and four additional activity courses), 7 hours.

Total Hours Required: 187

Business Administration Junior-Senior Common Curriculum and Major Concentration (A grade of C or better is required in all major courses.) Because of prerequisites and course sequencing requirements, it is necessary to select a major no later than the beginning of one's junior year. Students must complete Areas I, II, III and IV of the course curriculum as prerequisites to the following junior-senior common curriculum and major concentrations.

School of Business Administration

The School of Business requires all students of business administration to acquire a "common body of knowledge" relative to understanding business and the private enterprise system. To this end, all students seeking a Baccalaureate Degree in Business Administration are required to complete an upper division common curriculum consisting of 8 courses plus a policy course as follows:

MAT 311 Statistical Analysis for Business

MIS 310 Information Systems

MKT 353 Principles of Marketing

MGT 363 Management Theory and Practice

FIN 315 Corporate Finance

MSC 322 Operations and Production Management

MGT 340 Legal Environment of Business

MGT 464 Strategic Management and Organization Policy (This capstone course is to be taken in the student's final quarter)

Select one course from the following: BSL 400, Business Law; ECN 301, Economic Development of the United States

Major Concentration 30/35 Hours

Prerequisites: Completion of Areas I, II, III, and IV of the core curriculum, Regents' Testing Program, and junior standing. Select concentrations listed below.

Accounting, 35 hours. This curriculum will prepare students for a professional career in public accounting, industrial accounting, or governmental accounting.

ACC 311 Financial Accounting Theory I

ACC 312 Financial Accounting Theory II

ACC 402 Accounting Information Systems

ACC 411 Cost Accounting

ACC 451 Federal Income Taxation

ACC 471 Auditing

Select one course from the following: ACC 414 Advanced Cost Accounting; ACC 421 Advanced Accounting; ACC 452 Advanced Federal Income Taxation; ACC 481 Governmental and Institutional Accounting; ACC 495 Selected Topics in Accounting (only with written approval of advisor).

Finance/Economics, 30 hours. This curriculum provides students with in-depth knowledge of finance and economics. The knowledge acquired in these courses prepares the student for careers in financial institutions, non-financial business firms, and non-profit organizations.

FIN 415 Advanced Corporate Finance

FIN 421 Investments and Market Analysis

ECN 425 Economics of Financial Service Institutions

ECN 431 International Economics and Finance

Select two courses from the following: ECN 451 Advanced Microeconomics; ECN 452 Advanced Macroeconomics; ECN 461 Evolution of Economic Thought; ECN 471 Public Finance; ECN 495 Selected Topics in Economics (only with written approval of advisor); FIN 422 Portfolio Theory and Management; FIN 426 Management of Financial Service Institutions; FIN 473 Risk Management; FIN 475 Real Estate Asset Management; FIN 495 Selected topics in Finance (only with written approval of advisor).

Management, 30 hours. This curriculum is designed to acquaint the student with the executive's role in decisions which relate to planning, organizing, and controlling organizations in a dynamic economy.

MSC 424 Advanced Operations and Production Management

MGT 434 Human Resources Management

MGT 461 Organization Behavior

School of Business Administration

Select three of the following courses: MGT 402 Management Research; MGT 411 Industrial Relations and Collective Bargaining; MSC 425 Quantitative Methods in Business; MSC 426 Quantitative Decision Models; MGT 435 Compensation Administration; MGT 436 Personnel Selection and Development; MGT 450 Entrepreneurship and Small Business Management; MGT 463 Organization Theory and Management; MGT 495 Selected Topics in Management (only with written approval of advisor).

Marketing, 30 hours. This curriculum helps to prepare the student to function effectively in an entry level marketing management position.

MKT 401 Buyer Behavior

MKT 402 Marketing Research

MKT 414 Marketing Planning and Strategy

Select three of the following courses: MKT 410 Business to Business Marketing; MKT 412 Retail Management; MKT 415 Channel Management; MKT 420 Product Innovation and Product Management; MKT 460 Salesmanship and Sales Management; MKT 470 Advertising and Promotion Management; MKT 495 Selected Topics in Marketing (only with written approval of advisor); MSC 425 Quantitative Methods in Business.

General Business, 30 hours. This curriculum provides the student with a background in the broad field of business administration without specializing in any particular functional area. Select no more than three courses from any one major concentration from the School of Business Administration (accounting, finance/economics, management, or marketing). A total of 30 hours is required, and the selected courses must be in the 300 or 400 series.

MINORS IN THE CURRICULA OF THE SCHOOL OF BUSINESS ADMINISTRATION:

The Bachelor of Business Administration degree is a diversified professional degree which requires no minor. For the student in other disciplines seeking a minor in accounting or general business, the following requirements must be met:

ACCOUNTING. *Prerequisites:* Management Information Systems 210 (Microcomputer Applications), 5 hours; Accounting 211, 212 (Principles of Accounting I and II), 10 hours. *Upper Division Courses* (A grade of C or better is required in all these courses): Accounting 311 (Financial Accounting Theory I), 5 hours; select any three of the following (each 5 hours): Accounting 312 (Financial Accounting Theory II) Accounting 402 (Accounting Information Systems) Accounting 411 (Cost Accounting) Accounting 451 (Federal Income Taxation) Accounting 481 (Governmental Accounting)

GENERAL BUSINESS. *Prerequisites:* Management Information Systems 210 (Microcomputer Applications), 5 hours; Accounting 211 (Principles of Accounting I), 5 hours; Economics 205 (Basic Economics), 5 hours. *Upper Division Courses* (A grade of C or better is required in all these courses): Marketing 353 (Principles of Marketing), 5 hours; Management 363 (Management Theory and Practice), 5 hours; Select two of the following (each 5 hours): Economics 301 (Economic Development of the United States) Management 340 (Legal Environment of Business) Management Information Systems 310 (Information Systems).

MASTER OF BUSINESS ADMINISTRATION

The principal objective of the Master of Business Administration (MBA) degree program is to provide for advanced management education, beyond the baccalaureate level, of professionals who are or may wish to become managers in private and public organizations. The curriculum has been designed to provide breadth of exposure to business

School of Business Administration

administration disciplines rather than specialization in any single discipline. In addition to the core curriculum, foundation courses have been developed to accommodate students whose previous academic degrees are not in the field of business administration. To accommodate students who also have other part-time or full-time careers, all MBA courses currently are taught in the evening.

A student who enters the MBA program with a bachelor of business administration degree and has undergraduate grades of "C" or better in foundation courses, usually will be able to complete the MBA program with 50 quarter-hours (10 courses) of core course work plus 10 quarter-hours (2 courses) of electives. Students who must take some or all of the foundation courses may require up to 85 quarter-hours of course work, including the foundation courses. Specific course requirements for each student are determined by the student's previous academic experiences and are approved by the Director of Graduate Studies. Up to 15 quarter-hours (3 courses) of core or elective course work may be transferred from other accredited graduate programs with approval of the Director. Basic computer literacy (word processing, spreadsheet software, etc.) is expected of all graduate students and may be acquired through formal academic courses, on-the-job experience, or self study.

Unless special permission is granted by the Director of Graduate Studies, only students enrolled in the MBA program may register for or attend MBA graduate courses.

MBA Foundation Courses:

ACC 502 Financial Accounting for Managerial Control
ECN 501 Economic Concepts
FIN 515 Foundations of Finance
MGT 563 Management and the Business Environment
MSC 525 Quantitative Methods for Managers

Required MBA Core Courses: (50 quarter credit-hours)

ACC 602 Accounting Systems for Planning and Control
ECN 601 Economic Topics and Issues for Management
FIN 603 Managerial Finance
MGT 606 Organizational Behavior
MGT 635 Ethics in Business Decision Making (2 hours)
MGT 636 Communication for Managers (3 hours)
MGT 727 Strategic Management and Organizational Policy
MIS 610 Information Systems Management and Applications
MKT 604 Marketing Management
MSC 600 Applied Business Research
MSC 605 Operational Planning and Data Analysis

Elective Courses: (10 quarter credit-hours)

Each student must select two five-quarter-hour graduate business administration elective courses (695-level) from the approximately seven different elective choices offered each year.

Academic Performance

An accumulative grade point average (GPA) of at least 3.00 (on a 4.00 scale) is required for graduation and to remain in good standing in the program. An MBA student may earn a maximum of 10 quarter-credit hours with a grade of "C". MBA course credit may not be earned with course grades below "C". If a student's accumulative GPA falls below 3.00, the student will be placed on academic probation and must raise the accumulative GPA to at least 3.00 during the next 15 hours of course work in order to remain in the MBA program.

School of Business Administration

Time Limitation

All requirements for the MBA degree must be completed within six consecutive years, beginning with the student's enrollment in the first 600- or 700-level course.

Application Requirements

Items to be submitted by Master of Business Administration (MBA) applicants:

1. Application for Graduate Study.
2. Fee of \$10.00, check or money order. (Not required if previously enrolled at Augusta College.)
3. Two official transcripts from each baccalaureate program previously attended at an accredited college or university.
4. Official scores on the Graduate Management Admission Test (GMAT).

Admission Criteria for the MBA Program

Regular Graduate Status: Admission to regular graduate status is based primarily upon (1) a satisfactory undergraduate grade point average (GPA) and (2) an acceptable score on the GMAT. Ordinarily, the minimum requirements for admission as a regular graduate student are:

1. Undergraduate GPA of at least 2.5 on a 4.0 scale (or 2.8 junior-senior GPA) and GMAT score of 450 or greater
2. Eligibility index ($200 \times \text{GPA} + \text{GMAT}$) of 950 (using the overall undergraduate GPA) or 1,000 (using the junior-senior GPA), with an absolute minimum GMAT of 400.

The eligibility index, used widely in business schools as a predictor of performance in graduate studies, allows relatively strong performance on the GMAT to offset a relatively weaker undergraduate GPA, but requires that the GMAT be 400 or above in any case.

Conditional Graduate Status: Occasionally an applicant has difficulty scheduling the GMAT in time to allow a review of the completed admission application before the deadline for applications for a particular quarter. In such cases, if the applicant has a minimum undergraduate GPA of at least 2.5 (or junior-senior GPA of 2.8), the applicant may, at the discretion of the Director of Graduate Studies, be admitted as a conditional graduate student for one quarter during which the student may take one graduate course. To take additional graduate courses, the student must be admitted as a regular graduate student.

Graduate Admissions Appeals: Students who are not accepted for regular or conditional admission to the graduate program in business administration and who believe that there are extenuating circumstances that affect their eligibility may write a letter of appeal to the Director of Graduate Studies, School of Business Administration. The appeal will be heard by the Graduate Admissions Appeals Committee which consists of representative faculty of the School of Business Administration.

GMAT: The Graduate Management Admission Test is a standardized examination administered by the Educational Testing Service. The test is given four times a year at locations throughout the country, including Augusta College. The test does not attempt to measure specific knowledge obtained in college course work or achievement in any particular subject area. It does cover basic mathematical skills and the ability to reason quantitatively as well as reading comprehension and writing ability. Persons who take the test should indicate on the test application form that their scores should be reported to the School of Business Administration at Augusta College. The test must be taken and scores must be reported before the deadline for applications for a particular quarter. That schedule may be obtained from the graduate office in the School of Business

School of Business Administration

Administration.

Applications to take the GMAT and more detailed information may be obtained from the graduate studies office in the School or by writing to: Graduate Management Admission Test, Educational Testing Service, P.O. Box 6103, Princeton, New Jersey 08541-6103.

Contact: Graduate Office, School of Business Administration, (706)737-1565

The School of Education

The School of Education prepares the student for leadership and service in education, the professions, and the community, and prepares him or her to become a responsible citizen and leader in society. In fulfilling this purpose, the School strives:

1. To offer students a strong liberal education characteristic of all educated persons.
2. To develop professional educators who are knowledgeable, competent, and concerned.
3. To provide students with an understanding of the operational and instructional functions of the American educational systems.
4. To stimulate interest in social, economic, and civic responsibilities; and
5. To develop intellectual maturity and personal growth through continuing education.

The School comprises the Department of Health and Physical Education and the Department of Teacher Education. Degrees offered at the graduate level are the Masters of Education with a range of majors and the Specialist in Education with a choice of majors. The undergraduate degrees include the B.A. in Early Childhood and Middle Grades Education, the B.Sc.Ed. in Health and Physical Education and in Special Education, the A.A.Sc. in Services (Option in Child Development and Related Care). For Undergraduates who wish to prepare for a career in secondary school teaching, the School has worked with the School of Arts and Science to develop programs integrating professional education with traditional majors in academic disciplines. The School also provides cooperative degree programs, including the doctorate, in cooperation with the University of Georgia. The faculty of the School of Education is as follows:

Acting Dean and Cree-Walker Associate Professor: Paulette P. Harris

Department of Teacher Education

Professor: Barnabei, F.; Chou, F.H.; Clary, L.M.; Smith, L.R. Weber, R.;

Associate Professor: Blackwell, B.; Bozardt, D.A.; Fredrick, D.L.; Haley, C. Dillard; Hickman, E.W.; Hoffman, Fred J.; Hilliard, R.; McMillan, F.M.; Pollingue, Alice; Stayer, F.M.; Weber, R.L.

Temporary Associate Professor: Hilliard, R.D.

Assistant Professor: Burnham, S. C.; Glanz, N.; Grubb, J.; Morant, M. B. Mullins, S.

Department of Health and Physical Education

Professor: Harrison, R.D., Chair

Assistant Professor: Burau, D.W.; Ellery, P.; Fite, S.G.; Gustafson, R.P.; Moss, L.A.; Newman, B.V.

The School of Education's programs are found in the "Academic Programs" section of this catalog and are also listed in the table of contents.

Science Certification for Secondary School Teachers

For undergraduates majoring in biology, chemistry, physical science, or physics, the School of Education offers structured programs leading to secondary certification in

Science Certification

science. These programs are listed in "Academic Programs," the next section of this catalog. For post-baccalaureate students, the state of Georgia issues secondary science certificates to students who have completed 40 hours in one of the above majors (or 40 hours in Earth/Space science courses) and 15 hours in two of the other areas. If the Earth/Space sequence is chosen as the 40-hour emphasis, it must include coverage in geology, astronomy, and meteorology. A total of at least 30 of the 70 hours must be upper division (that is, at the 300- and 400-level), and at least 20 of the 40 hours for the major emphasis must be upper division. The normal sequence of education courses also is required. For more details, see your academic advisor.

Social Sciences Certification for Secondary School Teachers

The Georgia Department of Education has constructed a broad-field certification in social studies. The broad-field certificate not only offers a more well-rounded educational experience but may also widen the choice of available teaching positions. At Augusta College, the foundation for this certification program is a major either in *History—Secondary School Teaching* or in *Political Science—Secondary School Teaching*. The courses specifically required for these majors satisfy the state requirement that at least 30 of the hours counting toward certification be above the sophomore level and that a minimum of 10 hours in the history major be U.S. history. In addition to the regular requirements in these majors, the broad-field social sciences certification program then requires three 15-hour concentrations in your choice of:

1. History or Political Science (whichever is not your major)
2. Economics
3. Behavioral Sciences (any combination of psychology, sociology, and anthropology)
4. Geography (AC offers only one course in geography, but you may use approved credits transferred from other institutions.)

Also, at least 15 hours of your total course work must deal with the nonwestern world (cultural anthropology, cultural geography, modern history, and comparative economic systems). For more details, see your academic advisor.

Special Legislative Requirements

An act of the 1975 session of the Georgia legislature provides that all graduates are required to have passed an examination on the History of the United States, the History of Georgia, and on the provisions and principles of the United States Constitution and the Constitution of Georgia. Examinations are administered each quarter. No academic credit is given for these examinations. They are scheduled and administered quarterly by the Counseling and Testing Center and are posted in Bellevue Hall.

Certain history and political science courses will satisfy this requirement. The course descriptions identify these courses. The Augusta College student who fails to pass the examinations must present course credits in the area or areas failed.

Speech Requirement: Look under "Graduation Requirements" for the "Undergraduate Graduation Requirements" listing.

START-UP Center: See "Step 4" in the "How to Enroll at Augusta College" section of this catalog.

Student Academic Appeals

(also see "*Student Academic Grievances*")

An academic appeal is a request for review of an administrator's decision made with respect to an individual student which bears upon his/her student career. The appeals procedure does not apply to issues which have broad application to the college as a whole or to constituent groupings within the college. However, appeals can

Student Academic Appeals

be made in matters such as admission, transfer of credit, probation, suspension, dismissal, and other similar matters. A supervisor's decision in an appeal can itself be appealed, but there is no appeal of the President's decisions except in cases where it is reasonably alleged that a decision against the student was based on discrimination with respect to race, sex, age, handicap, religion, or national origin.

You may file an appeal whenever you can reasonably claim that an administrator's decision affecting your program of study was not justified by the procedures and/or guidelines established to govern that decision. It is not necessary that you allege discrimination or other wrongdoing on the part of the administrator.

You should submit the appeal in writing to the immediate supervisor of the administrator whose decision you question. It is your responsibility to gather the evidence necessary to support your case and to include that evidence when submitting the written appeal. In preparing the appeal, you should keep in mind that the primary issue is whether the administrative decision was justified by the procedures and/or guidelines established to govern that decision.

The supervisor to whom the appeal is made may choose to appoint and be advised by a consultative board composed of students and/or faculty and/or administrators of the supervisor's own choosing, and may also choose to charge such a board with hearing oral arguments and/or with making inquiries into specified matters of fact. However, if you have alleged discrimination on the basis of race, sex, age, handicap, religion, or national origin, a consultative board must be appointed and must include at least one student and at least one faculty member who is not an administrator. In no case will the supervisor be bound by the advice of the board.

Student Academic Grievances

(also see Student Academic Appeals)

The following grievance procedure primarily applies to alleged violations of a student's rights by his/her instructor. However, if your problem is related to admission, transfer of credit, probation, suspension, or dismissal, you may wish to enter an academic appeal, as described in the previous section of this manual. If your problem is with an administrator's decision regarding a matter between you and your instructor, you should use the academic appeals process unless you can reasonably claim that the administrator's decision constitutes a violation of your rights. In the latter case, you may choose to use the academic grievance procedure, adapting it to your case so as to begin with the administrator and his/her supervisor rather than the instructor and his/her chair and dean (as outlined below). The Academic Policies Committee is the final arbiter of whether such a grievance against an administrator should be resolved instead through the appeals process. If your problem is related to a non-academic issue, you should refer to the Student Conduct Code.

If you wish to initiate a grievance, you must follow the student academic grievance procedure as outlined below, keeping in mind the following principles:

1. You must start with a sincere attempt to settle the dispute in an informal manner with the instructor. Administrators can initially hear your concerns and refer you to this document, but they will not discuss any specific grievance until the appropriate procedural steps have been taken.

2. Within the guidelines of the institution, faculty have authority and responsibility for course content, classroom procedure, and grading, except insofar as it can be shown that a decision was arbitrary or capricious, or based on discrimination with respect to race, religion, sex, handicap, age, or national origin.

3. In order for you to prepare your case, keep in mind that when you present the facts the burden of proof is on you, not on the instructor.

4. Students who have legitimate grievances which cannot be resolved at the departmental level are encouraged to pursue their cases and follow the procedures outlined below. However, frivolous or mendacious complaints are discouraged. Students and faculty are further advised that adherence to the full truth represents the best service

Student Academic Grievances

to their cases, and indeed that misstated or overstated claims by the principals or their witnesses about the misdeeds of others may lead to civil penalties.

Administrators shall not discuss the details of a specific grievance with a student who has not followed the procedure outlined herein, and any representative of a student must follow the same procedure. Public statements about a case shall be withheld by the parties involved, by the board of review, and by all participants in the hearings until the final decision has been communicated to the parties to the grievance. If and when an official statement is made of the result of the procedures outlined below, it shall be made through the office of the appropriate dean. Access to the written record of the hearing, and to all other records, findings, and recommendations of the board of review and any administrators involved in appeals shall be limited to authorized personnel.

In the following document, the term "faculty" shall be construed to mean those persons defined as "faculty" by the Bylaws and Policies of the Board of Regents, the Statutes of the College and those persons appointed by the President to administrative positions at the institution.

I. Stage One: The Informal Procedure. The student should first make a sincere attempt to settle a dispute in an informal manner with the instructor. If the student is still not satisfied with the instructor's decision, he/she may then discuss the matter with the instructor's department chair. If the problem remains unresolved, the student may then discuss the matter with the instructor's dean.

II. Stage Two: The Written Grievance. If the student has exhausted the procedures outlined in section I above, he/she may continue as follows:

- A) The student shall submit the grievance in writing to the instructor involved. This document, hereinafter referred to as the written grievance, shall include, but not be limited to, all supporting documentation and a statement of the specific relief sought by the student. The written grievance must be submitted to the instructor no later than midterm of the quarter following the actions which gave rise to the grievance.
- B) If agreement is not reached within five (5) days of the submission of the written grievance to the instructor, the student shall submit a copy of the written grievance to the department chair.
- C) If a fair and equitable solution has not been found within five (5) days of the submission of the written grievance to the department chair, the student shall submit the written grievance to the appropriate dean.

III. Stage Three: The Formal Hearing. If agreement is not reached within seven (7) days of the submission of the written grievance to the dean, then the dean or either party may ask the Academic Policies Committee to arrange a hearing before a formal board of review.

- A) The person submitting this request to the Academic Policies Committee shall transmit with it a copy of the written grievance and any other documents or exhibits which he/she considers pertinent.
- B) Within ten (10) days of receiving the request to arrange a hearing, the Academic Policies Committee shall act upon that request. In the case of a grievance against an administrator, the committee shall first determine whether the problem should more appropriately be resolved through the academic appeals process or whether the academic grievance process is the appropriate context. In the latter case, the committee shall then determine how to adapt the procedures of the academic grievance process to this particular situation. It shall then appoint a board of review, hereinafter referred to as the board, in the following manner:
 - 1. The board shall consist of five to seven (5-7) members, including faculty members, at least one student, and the Vice President for Student Affairs or his/her designate. One of the faculty members shall be designated by the Academic Policies Committee to serve as the chair of the board.

Student Academic Grievances

2. The Academic Policies Committee shall consult with the parties to assure that its selection of a chair is acceptable to both parties. Each party shall also be permitted to strike from one to three other proposed members from the board. When a party strikes a proposed member, the committee will name another in his/her place; such substitutions may also be struck by either party if that party has not already exhausted his/her three strikes.
 3. No party to the dispute shall be a member of the board.
 4. Immediately upon acceptance of the appointment by the chair of the board, the chair of the Academic Policies Committee shall deliver to him/her the written grievance and all other documents and/or exhibits received by the committee in the context of the grievance.
- C) Within seven (7) days of the appointment of the board, the Chair shall convene a preliminary closed session of the board for the following purposes:
1. To determine the day and hour of the hearing. The hearing must begin within ten (10) days of the preliminary session.
 2. To distribute to the board all prior communications and documents pertinent to the grievance, including copies of the written grievance.
- D) After the preliminary meeting of the board, the chair shall:
1. Continue attempts at arbitration at any appropriate point in these proceedings.
 2. Prepare an agenda for the hearing and arrange for a meeting place.
 3. Engage the assistance of the Vice President for Student Affairs in utilizing the services of a confidential secretary or other appropriate means to obtain a verbatim written record of the proceedings.
 4. Give written notice to both parties at least seven (7) days before convening the hearing. In so doing, the chair shall advise the parties of their procedural rights, which shall include the right of due process and specifically the right to:
 - (a) Have present a non-participating advisor. The faculty member may have present either a member of the legal profession or a full time Augusta College faculty member. The student may have present any one individual and may choose to replace that individual with another at any point during the hearing.
 - (b) Call for supporting witnesses.
 - (c) Inquire into all written and oral testimony, depositions, and exhibits of evidence.
 - (d) Know the identity of all witnesses and the authors of all written testimony and have the opportunity to confront all such persons by cross-examination or by affidavit.
 - (e) Endeavor to rebut all evidence.
 - (f) Interpret and summarize their individual positions, particularly in relation to wider issues of academic rights and responsibilities.
 - (g) Be informed of the findings and recommendations of the board.The chair shall be deemed to have satisfied this requirement if he/she calls the attention of the parties to section III(D)4 of this document.
- E) The hearing shall be held in closed session. The chair shall distribute copies of the agenda to the parties, the board members, and any witnesses who may have been called. The chair shall supervise the proceedings and shall rule on any unusual or special elements with respect to procedures of the board after giving due notice to disputing parties or their representatives of their procedural rights.
- F) The parties involved must present their own cases even though counsel may be present during the formal hearing. Normally, the presentations shall include a lucid statement of the case, a presentation of the case by affidavits, testimony and/or exhibits, and a summary which includes a statement of the specific relief sought from the board.
- G) The board shall try to complete the agenda for the hearing in one session. If this is not possible, the term "hearing" as used throughout this document shall apply collectively to all sessions taken together. The board shall in any case see to it that all sessions of the hearing have been concluded within eight (8) days of the first session of the hearing.

Student Academic Grievances

IV. Stage Four: Deliberations of the Board and its Report

A) Within five (5) days of the conclusion of the hearing, the chair shall see to it that copies of a written verbatim record of the hearing are distributed to the members of the board, to the two parties, and to the appropriate dean.

B) Within five (5) days of the distribution of the written verbatim record the board shall meet again to deliberate upon its findings and recommendations. The board may choose to meet more than once for this purpose, but in no case may the deliberations continue past the tenth day following the distribution of the written verbatim record. The board shall confine its deliberations to the case presented.

C) Within three (3) days of reaching a decision, the board shall issue to the appropriate dean a written report giving its findings and recommendations.

V. Stage Five: The Dean's Decision

A) If the board has found that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, and if the board has recommended appropriate relief, the dean may order that relief. Such relief may include, but is not limited to, a change in a disputed course grade. If the board has made a recommendation on a basis other than a finding that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, the dean may order that the recommendation shall be followed.

B) Within five (5) days of receiving the board's findings and recommendations, the dean shall forward the following by registered mail to each of the parties involved:

1. A copy of the board's findings and recommendations.

2. The dean's decision with regard to any relief sought by the parties and/or recommended by the board.

3. Notification to both parties of the right to appeal before the dean takes action. The dean shall be deemed to have satisfied this requirement if he/she calls the attention of the parties to section VI of this document.

C) If no party makes a written appeal within five (5) days of having been notified by the dean of his/her decision, that decision shall be considered final and the dean shall see to its implementation.

VI. Stage Six: The Appeals Process

A) It is particularly emphasized that senior administrators are not to be contacted about the details of a grievance except in the context of an appeal. Neither of the parties is to take his/her case to senior administrators until after the procedures set forth above have come to their conclusion. This rule applies equally to any representative of the parties.

B) Neither the faculty grievance procedure nor any other procedure may be invoked as a substitute for the appeals process set forth below.

C) *Appeal to the Vice President for Academic Affairs*

1. If either party wishes to appeal the decision of the dean, he/she must do so in writing to the Vice President for Academic Affairs within five (5) days of receiving notification from the dean. The appeal shall include, but is not limited to, the following:

- a) Copies of the written grievance, of the findings and recommendations of the board, of the written verbatim record of the hearing, and of the dean's letter notifying the parties of his/her decision.

- b) An explanation of the reason for the appeal.

- c) A specific statement of the relief which the appellant is seeking from the vice president.

2. In the case of an appeal by the student, if the vice president finds that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, he/she may order relief for the student, including but not limited to a change in a disputed course grade.

3. Within ten (10) days of receiving the written appeal, the vice president shall for-

Student Academic Grievances

ward his/her decision to the appropriate dean, to the two parties, and to the chairs of the board and the Academic Policies Committee. In communicating this decision, the vice president shall advise the two parties of the right to appeal to the president before the vice president's decision takes effect. The vice president shall be deemed to have satisfied this requirement if he/she calls the attention of the parties to sections VI(D) and VI(E) of this document.

4. If no party makes a written appeal within five (5) days of having been notified by the vice president of his/her decision, that decision shall be considered final and vice president shall communicate it to the appropriate dean, who shall see to its implementation.

D) Appeal to the President

1. If either party wishes to appeal the decision of the Vice President for Academic Affairs, he/she must do so in writing to the president of the college within five (5) days of being notified of the vice president's decision.
2. At the same time, the appellant shall give notice of the appeal to the Vice President for Academic Affairs, who shall thereupon forward to the president the materials listed above in section VI(C)1.
3. In the case of an appeal by the student, if the president finds that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, he/she may order relief for the student, including but not limited to a change in a disputed course grade.
4. The president shall communicate his/her decision to the two parties, the chairs of the board and the Academic Policies Committee, the Vice President for Academic Affairs, and the appropriate dean.
5. If either party wishes to appeal the president's decision to the Board of Regents, he/she shall so advise the president in writing within five (5) days of receiving that decision. If no party so advises the president within those five days, the decision shall be considered final and the president shall communicate this to the appropriate dean, who shall see to its implementation.

E) Final Disposition. Final disposition of the case shall be made in accordance with Article IX of the By-Laws of the Board of Regents of the University System of Georgia:

Any person in the University System for whom no other appeal is provided in the Bylaws and who is aggrieved by a final decision of the president of an institution, may apply to the Board of Regents, without prejudice to his/her position, for a review of the decision. The application for review shall be submitted in writing to the Executive Secretary of the Board within a period of twenty days following the decision of the president. It shall state the decision complained of and the redress desired. A review by the Board is not a matter of right, but is within the sound discretion of the Board. If the application for review is granted, the Board or a committee of the Board or a Hearing Officer appointed by the Board, shall investigate the matter thoroughly and report its findings and recommendations to the Board. The Board shall render its decision thereon within sixty days from the filing date of the application for review or from the date of any hearing which may be held thereon. The decision of the Board shall be final and binding for all purposes.

Under current Board of Regents procedures, action by the president on grade appeals is the final and binding administrative decision; however, in making a policy decision to reject routine grade appeals, the Board of Regents did not intend to bar the receipt of grade complaints grounded upon alleged invidious discriminatory motivations, such as improper considerations of race, gender, national origin, religion, age, or handicap.

Student Activities

Student Activities

The Director of Student Activities is charged with the responsibility for organizing and implementing a variety of social and non-academic college functions. The Office of Student Activities is located on the second floor of the College Activities Center and serves as a clearinghouse for activities and announcements revolving around the social life of the student population.

A number of student services are provided by the Student Activities Office including an hourly child care service, a free typewriter loan service, and a student book exchange.

The Student Activities program is designed to provide opportunities for involvement and leadership through a broad spectrum of activities. Members of the Augusta College faculty serve as advisors to the organizations. *Also see the "Introduction to Augusta College" section of this catalog under "Student Government," "Student Publications," and "Student Organizations."*

Student Affairs

The Vice President for Student Affairs is charged with the responsibility for providing experiences which will ultimately contribute to a comfortable and well-adjusted student and member of society. The Office of the Vice President for Student Affairs coordinates the offices of Admissions, Cooperative Education, Counseling and Testing, Enrollment Management/START UP, Financial Aid, Career Center, and Student Activities, plus the Grover C. Maxwell Performing Arts Theatre. The Vice President for Student Affairs also provides housing information and student insurance programs. The Vice President's office is in Boykin-Wright Hall, phone 737-1411.

Student Classification

For the purpose of class organization, an undergraduate is classified on the basis of number of hours of academic credit earned at the time of registration as follows: Freshman, 0-44; Sophomore, 45-89; Junior 90-134; Senior, 135 or more.

Student Load

Undergraduates: The normal course load of a full-time student is 15-17 hours. A student should carefully consider the advisability of taking an overload; he or she should not attempt to do so solely for financial reasons. A student wishing to schedule up to, but no more than, 19 hours may use regular registration procedures, which include approval of the course schedule by the academic advisor.

A student required to take remediation due to Regents' Testing Program policies may not take an overload. A student may be approved to preregister for more than 19 hours only if:

- (1) he or she has an institutional grade point average of 3.25 overall at Augusta College, or
- (2) he or she is within 40 hours of graduation (20 hours for associate degree candidates) at the beginning of, but not including, the quarter of current enrollment.

A student may be approved to register for more than 19 hours if:

- (1) he or she has an institutional grade point average of 3.00 overall at Augusta College, or
- (2) he or she is within 40 hours of graduation (20 hours for associate degree candidates).

In certain cases a student may be granted permission by his or her dean to schedule an overload even though he or she is not eligible under the above conditions.

Credit hours earned by music students in the areas of private instruction (MUA) and/or music ensemble credits (i.e. college band, chamber choir, etc.) do not contribute to an overload status. Rather, such credits should be regarded as outside the normal academic load.

Graduate Students: A full course load for graduate students, or for any student enrolled in 600/700 level courses, is 10 hours. More than 15 hours of enrollment is permitted only when the additional one or two hours are other than typical course work. Any exception to the 10 hour course load for graduate students must be recommended by the student's advisor, supported by the graduate coordinator or department chairperson, and approved by the dean of the appropriate school in advance. In no case will a student enrolled in any number of graduate hours be permitted to enroll in more than 17 hours.

Student Records

Permanent academic records are maintained by the Registrar in the Office of Student Records located on the main floor in Payne Hall. Under the provisions of the Family Educational Rights and Privacy Act of 1974 (often referred to as the "Buckley Amendment"), a student attending a post-secondary educational institution may examine his or her permanent record maintained by the institution to assure the accuracy of its contents. This Act also provides that no personally identifiable information will be released to any party not authorized to have access to such information without the written consent of the student.

Student Teaching: See "Teacher Education."

Substitution of Courses

Each student is responsible for following the requirements of his or her selected program as specified in the catalog and in accordance with the regulations of the catalog. Variations in course requirements are permitted only upon petition and the written approval of the chairman of the department responsible for the required course and the appropriate dean. In the case of graduate students, a copy of the proposed change to the program of study will be forwarded to the Office of the Registrar for filing. Variations from course requirements are approved only under exceptional circumstances and only in cases where courses of the same academic value and type can be substituted.

Suspension: See "*Academic Standing and Grade Point Average (GPA)*"

Teacher Education

Augusta College has teacher education programs leading to the bachelor's degree in the areas of elementary education (early childhood and middle grades), health and physical education, special education, and the secondary teaching fields of biology, chemistry, English, history, mathematics, physical science, physics, and political science. Also offered are programs in Music, Spanish, and French leading to P-12 certification. These programs consist of a carefully planned sequence of studies in general education, a specific teaching field area, and professional education. All teacher education programs at the baccalaureate, master's and specialist's levels at Augusta College are fully approved by the Georgia Department of Education and by NCATE. The college is a member of the American Association of Colleges for Teacher Education.

Students who desire to teach should begin to plan in the freshman year to complete a specific program to satisfy all requirements, and should seek the advice of their assigned advisors in planning and completing their individual programs. Students are also encouraged to participate in the activities of the club of the major field and the Student Association of Educators at Augusta College.

The standard four-year certificate for teaching in the state of Georgia is based on the baccalaureate degree including or supplemented by minimum professional requirements. This is referred to as the *Teacher's Associate Professional Four-year (T-4) Certificate*. To qualify for this credential, one must have completed an approved four-year

Teacher Education

curriculum designed for a specific teaching field, be recommended by the college in which the training is completed, and have passed the Georgia Teacher Certification Test in the chosen teaching field. Students who wish to qualify for the T-4 Certificate should submit a formal application for admission to the Teacher Education Program during their sophomore year. Students must provide to the dean's office an original receipt of passing TCT scores before undergraduate or graduate certification papers will be signed. The School of Education determines the fitness of the applicant for entering the program. Students who have been accepted for the program must submit an application for student teaching during the fall quarter of their junior year.

Students are expected to complete a "September Experience" of two weeks in a public school during late August or early September prior to Student Teaching. This experience is designed to familiarize the student with teaching and activities associated with the opening of school.

The Georgia Teacher Certificate Test in the chosen teaching field is required for initial certification by the Georgia State Department of Education. Applications for this test are available in the School of Education.

Teacher Education at AC is a college-wide responsibility and function. Although the School of Education coordinates the total program, students will combine work in the School of Education with work in the various college departments depending upon their major and minor interests.

Undergraduate Teacher Education Admission Requirements

Undergraduate students are required to be admitted to this program before they enroll in courses beyond Education 202, 203, 205, 206, and 304.

1. Evidence of adequate scholastic achievement as demonstrated by an overall grade point average of 2.5 on all undergraduate courses.
2. Satisfactory completion of English 101 and 102 with at least a grade of C.
3. Grade of at least C in Education 202 or 205.
4. A satisfactory disciplinary record in the college community as well as the community at large.
5. Recommendation of the applicant's advisor and Education 202/205 instructor.
6. Satisfactory completion of Communications/Speech 101 (Grade of at least a C) and/or satisfactory completion of the Speech Adequacy Test administered in Education 202 and 205.
7. Satisfactory completion of the Regents' Testing Program.
8. Approval of the Admissions Committee.
9. Completion of all core requirements.

Undergraduate Student Teaching Admission Requirements

Undergraduate students who have been admitted to the Teacher Education Program should file for admission to student teaching by the deadline for the quarter in which they want to student-teach. Student teaching admission requirements are as follows:

1. Enrolment in Teacher Education Program.
2. Grade point average of 2.5 or better.
3. Grade of C or better in all teaching field and professional education courses.
4. Completion of all courses in the student's major.
5. Completion of all professional education courses other than the Senior Seminar.
6. Evidence of emotional stability and lack of undesirable personal characteristics. (A criminal background check is required.)
7. Completion of September Experience.

Post-Baccalaureate Teacher Education Admission Requirements

All post-baccalaureate students seeking initial certification must be admitted into Teacher Education and must meet the following requirements:

1. Grade of at least C in Education 202 or 205.
2. A satisfactory disciplinary record in the college community as well as the community at large.

3. Recommendation of the applicant's advisor and Education 202/205 instructor.
4. Evidence of basic reading, writing, speaking, and mathematical competence.
5. Grades of C or better in transferred courses appropriate to professional educational pedagogy.
6. Grades of C or better in all applicable teaching field courses.
7. A minimal overall grade point average of 2.5 for course work completed in the junior and senior years of the undergraduate degree.
8. Approval of the Admissions Committee.
9. Completion of all core requirements.

Provisional Admission A post-baccalaureate student granted provisional admission will be admitted if the GPA for the first 15 hours in teacher education at Augusta College is at least 2.5 with no grade lower than C. Also see below, "Teaching Certificates: Post-Baccalaureate Students."

Post-Baccalaureate Student Teaching Admission Requirements

Post-baccalaureate students who have been admitted to the Teacher Education Program should file for admission to student teaching by the deadline for the quarter in which they want to student-teach. Student teaching admission requirements are as follows:

1. Enrolment in the Teacher Education Program.
2. Grade point average of 2.5 or better with no grade lower than C after admission to the Teacher Education Program.
3. Grade of C or better in all teaching field and professional education courses.
4. Completion of all courses in the student's major.
5. Completion of all professional education courses other than the Senior Seminar.
6. Evidence of emotional stability and lack of undesirable personal characteristics. (A criminal background check is required.)

Area Teacher Education Service (ATES)

Persons wishing to take ATES courses should apply for admission to the college prior to the deadline for admission or have been formerly admitted and be in good standing. The college makes no prior commitment that courses taken in the ATES program will apply toward a degree. However, courses successfully completed in ATES may be applied toward a degree provided: (1) appropriate graduate admission is held at the time of enrollment in the course(s); (2) the student has cleared all plans with his/her advisor and received approval to include the course in a planned program of study.

Course credit to be applied toward a degree at Augusta College must be taken under the provisions outlined under Graduate Admission. A maximum of fifteen hours of ATES credit may be applied toward a master's degree at the college. Students desiring degree credit should obtain approval of their advisor and register for ATES courses which are cross-listed by Augusta College or submit course substitutions requests for other ATES courses.

Teaching Certificates: Renewal and Reinstatement

Persons holding Georgia teaching certificates may renew or reinstate these certificates, whenever necessary, by earning course credit at Augusta College to fulfill State Department of Education Certification requirements. Persons desiring to do this must obtain approval for each course taken from the Certification Division of the State Department of Education.

Teaching Certificates: Post-Baccalaureate Student Certification

Students with earned degrees seeking initial teacher certification from Augusta College must have their credentials evaluated in comparison to the College's approved teacher education programs and complete all deficiencies. The evaluation process includes:

1. Application for an evaluation.
2. Submission of official transcripts from all colleges attended.

Teaching Certificates

3. Payment of a fee of \$20.00 for evaluation of each teaching field.
4. Evaluation of course work by faculty in the School of Education and, if applicable, the School of Arts and Sciences.
5. A letter from the Dean of the School of Education listing required courses and activities.
6. Admission to Teacher Education Program. (See above, "Teacher Education.")
7. Completion of required courses with a grade of C or better.
8. Completion of the September Experience.
9. Admission to and satisfactory completion of the Student Teaching Experience.
10. A qualifying score on the Georgia Teacher Certification Test in the specified teaching field.
11. Recommendation by the the College's certifying officer to the Professional Standards Commission.

Testing Center (SAT, ACT, CPE, RTP, GRE, etc.): Look under "Counseling" in the "Introduction to Augusta College" section of this catalog.

Thesis Requirements: Look under "Graduation Requirements" for the "Graduate Student Graduation Requirements" listing.

Time Limit for Graduate Degrees: Look under "Graduation Requirements" for the "Graduate Student Graduation Requirements" listing.

Transfer Credit for Graduate Students

An evaluation of graduate course work taken at a regionally accredited college or university is made by the Augusta College school or department which has primary responsibility for the applicant's degree program. Course work used to fulfill a degree requirement elsewhere cannot be counted toward a graduate degree at Augusta College. No more than 15 quarter credit hours or their equivalents can be transferred and applied toward a master's degree. No more than 10 quarter credit hours or their equivalents can be transferred and applied toward the Specialist in Education degree.

Transient and Co-enrolled Augusta College Students

An Augusta College student must be in good standing and must obtain prior approval to enroll in any and all credit courses at any other institution as a transient or co-enrolled student. This prior approval of each course must be obtained from the Augusta College department or school that offers a course most comparable to the one that will be taken elsewhere.

A student who has attempted a course at Augusta College and received a penalty grade in that course may not take the course as a transient or co-enrolled student at another institution. (Penalty grades include F's, and WF's in all courses, and D's, F's and WF's in English 101, English 102, and major and minor courses.) A statement granting permission to attend another accredited institution will be provided by the Augusta College Registrar after department or school approval has been obtained. **Also see "Transient Student Admissions Requirements" in the "How to Enroll at Augusta College" section of this catalog.**

Unit of Credit (The Quarter System)

Wherever this catalog uses the term "hours," it is referring to "quarter hours" as understood within the quarter system. Augusta College is organized on this system. Each of the three quarters in the regular session covers a period of approximately 11 weeks, which includes 10 weeks of instruction. The summer session is 8 weeks. The "quarter hour" is the unit of credit in any course. It represents a recitation period of one fifty-minute period a week for a quarter. A course meeting five periods a week would thus

give credit of 5 hours when completed satisfactorily. For credit purposes, two laboratory or activity periods are counted as the equivalent of one recitation class period. **Also see "Course Repeat Policy" above.**

U. S. Constitution Requirement, U. S. History Requirement: See "Graduation Requirements" and "Special Legislative Requirements."

The University System of Georgia

The University System of Georgia includes all state-operated institutions of higher education in Georgia — 6 universities, 13 senior colleges, 15 two-year colleges. These 34 public institutions are located throughout the state. The University System's mailing address is 244 Washington Street, S.W. Atlanta, Georgia 30334. A 15-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years. The Chairperson, the Vice Chairperson, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

The policies of the Board of Regents provide a high degree of autonomy for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board. State appropriations for the University System are requested by, made to, and allocated by the Board of Regents. The overall programs and services of the University System are offered through three major components: Instruction, Public Service/Continuing Education, and Research.

Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates. Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

Public Service/Continuing Education consists of non-degree activities, primarily, and special types of college-degree-credit courses. The non-degree activities are of several types, including short courses, seminars, conferences, lectures, and consultative and advisory services in a large number of areas of interest. Typical college-degree-credit public service/continuing education courses are those offered through extension center programs.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations cover matters related to the educational objectives of the institutions and to general societal needs. Most of the research is conducted through the universities; however, some of it is conducted through several of the senior colleges.

The universities in the system are the University of Georgia (Athens 30602), Georgia Institute of Technology (Atlanta 30332), Georgia State University (Atlanta 30303), Medical College of Georgia (Augusta 30912), and Georgia Southern University (Statesboro 30460), and Valdosta State University (Valdosta 31698).

The senior colleges are Albany State College (Albany 31705), Georgia Southwestern College (Americus 31709), Augusta College (Augusta 30904), West Georgia College (Carrollton 30118), Columbus College (Columbus 31993), North Georgia College (Dahlonega 30597), Fort Valley State College (Fort Valley 31030), Kennesaw State College (Marietta 30061), Southern College of Technology (Marietta 30060), Georgia College (Milledgeville 31061), Clayton State College (Morrow 30260), Armstrong State College (Savannah 31406), and Savannah State College (Savannah 31404).

University System of Georgia

The two-year colleges are Darton College (Albany 31707), Atlanta Metropolitan College (Atlanta 30310), Bainbridge College (Bainbridge 31717), Gordon College (Barnesville 30204), Brunswick College (Brunswick 31523), Middle Georgia College (Cochran 31014), Dalton College (Dalton 30720), DeKalb College (Decatur 30089-0601), South Georgia College (Douglas 31533), Gainesville College (Gainesville 30503), Macon College (Macon 31297), Floyd College (Rome 30163), East Georgia College (Swainsboro 30401), Abraham Baldwin Agricultural College (Tifton 31793), Waycross College (Waycross 31501).

Veterans' Affairs

Augusta College maintains a full-time Office of Veterans' Affairs (OVA) to assist veterans in maximizing their educational experience. The OVA coordinates and/or monitors AC and VA programs, policies, and procedures as they pertain to veterans. The Office of Veterans' Affairs is housed in the Registrar's office on the first floor of Payne Hall (phone: 737-1606).

As students at Augusta College, veterans and certain other persons may qualify under Chapters 30, 31, 32, 35, Title 38, and Chapter 106 Title 10, UNITED STATES CODE, for financial assistance from the Veterans Administration (VA). Eligibility for such benefits must be established in accordance with policies and procedures of the VA. Interested persons are advised to investigate their eligibility early in their planning for college. Pertinent information and assistance may be obtained from the Augusta College Office of Veterans' Affairs. (Phone: 737-1606)

New or returning students should make adequate financial provisions for one full quarter from other sources, since payments from the VA are sometimes delayed.

The Office of Veterans' Affairs furnishes the Veterans Administration certifications of enrollment. Eligible persons should establish and maintain contact with the OVA to ensure their understanding of and compliance with both VA and college policy, procedure, and requirements, thereby ensuring timely and accurate receipt of benefits and progress toward an educational objective.

Each person receiving VA education benefit payments is responsible for ensuring that all information affecting his or her receipt of benefits is kept current, and each must confer personally with the staff in the OVA at least once each quarter to keep his or her status active and current to receive funds.

Withdrawal from Class

The responsibility for initiating a withdrawal resides with the student. Forms for initiating a withdrawal may be obtained from the Office of Student Records (Office of Veterans' Affairs).

Undergraduates: The student must consult with his or her instructor and academic advisor before a withdrawal is considered complete. An instructor may withdraw a student for excessive absence. (See "Class Attendance" above for attendance policies and "Grading System" above for grading policy upon withdrawal.) A student loses all privileges of class attendance upon withdrawal from the class.

Graduate Students: The student must have the written approval of his or her advisor before withdrawing from a course.

ACADEMIC PROGRAMS

Augusta College offers scores of carefully designed graduate and certification programs, undergraduate majors and minors, and co-operative degrees arranged with other institutions. Each has been approved by the faculty, by the Regents, and by accrediting authorities. The following pages detail the requirements for each program. Substitutions of courses are permitted only under very restricted circumstances; see the entries entitled "Substitution of Courses" and "Curriculum Changes," above. Except as provided in those entries, you must take a program exactly as it is set forth in this catalog.

Administration and Supervision:

Master of Education, Major in Administration and Supervision

The Master of Education program is designed for the teacher who wishes to become a master teacher with the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performances. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Admission requirements are set forth on the first page of the "How to Enroll at Augusta College" section of this catalog.

Courses must be selected in consultation with a School of Education advisor. An overall GPA of not less than 3.0 is required on all graduate work attempted at Augusta College. All course work must be completed within seven years of the first enrollment that is applicable to the degree program.

Requirements for Admission to Candidacy

1. Certification by the Dean of the School of Education of the student's eligibility for the Georgia T-4 Certificate. Students not seeking certification must file a statement of intent with the application for admission to candidacy.
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his or her choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.

| | |
|---|-----------|
| <i>Foundations of Education</i> | 10 |
| Education 602 (Foundations of Education) | |
| Education 614 (Advanced Educational Psychology) | |

| | |
|---|-----------|
| <i>Curriculum and Problems in Administration/Supervision</i> | 10 |
| Education 604 (Tests and Measurement) | |
| Education 637 (Advanced Curriculum Development) | |

| | |
|---|-----------|
| <i>Administration/Supervision</i> | 30 |
| Education 714 (Supervision of Instruction) | |
| Education 741 (Fundamentals of School Administration) | |
| Education 742 (Educational Business Administration) | |
| Education 744 (Educational Personnel Administration) | |
| Education 748 (Governance of Public Schools) | |
| Education 735 (Practicum in Administration) | |

| | |
|---|----------|
| <i>Research</i> | 5 |
| Education 700 (Methods of Educational Research) | |
| or Education 658 (Techniques of Research) | |

| | |
|--|----------|
| <i>Elective (requires advisor approval)</i> | 5 |
|--|----------|

| | |
|--|-----------|
| <i>Total Hours for the Degree (At least 45 must be taken at Augusta College.)</i> | 60 |
|--|-----------|

Contact: Department of Teacher Education (737-1496)

Anthropology:

Minor in Anthropology

This curriculum enables students to integrate natural science and humanism in the study of the biological and cultural characteristics of humans. It is an appropriate minor for students who may wish to pursue an advanced degree in anthropology. It also complements a number of major programs at Augusta College, such as history, sociology, psychology, political science, biology, education, economics, and other fields.

Prerequisites (C or better required in each) 5-10
Anthropology 101 (Introductory Anthropology)
and/or Anthropology 201 (Cultural Anthropology)

Upper Division Courses (A grade of C or better is required in all these courses)
Take five approved courses from the following (at least three must be taken in residence at Augusta College): 25

- Anthropology 301 (Indians of North America)
- Anthropology 303 (Introduction to Archaeology)
- Anthropology 305 (Religion, Culture, and Society)
- Anthropology 307 (Sex, Gender, and Culture)
- Anthropology 314 (Physical Anthropology)
- Anthropology 416 (World Ethnology)
- Anthropology 490 (Cullum Lecture Series)
- Anthropology 495 (Selected Topics)
- Anthropology 499 (Undergraduate Research)

Total Upper-Division Hours for the Anthropology Minor 25

Contact: Department of History and Anthropology (737-1709)



Art:

Bachelor of Arts with a Major in Art

The major in art under the Bachelor of Arts degree follows established guidelines for treating art as a subject within the framework of liberal arts. It is recommended for the student whose interest in art is more general. (Students interested in the professional degree in studio work should consider the Bachelor of Fine Arts degree, which is described on the following page.) After completing Art 102, 103, 131, and 20 additional studio hours, there will be a Junior Review by the art faculty of at least ten examples of the student's art work, including at least one example from each of the studio courses used to fulfill this 35-hour requirement.

Core Curriculum Areas I, II, and III for the B.A. and B.S. Degrees (See p. 101) 60

Core Curriculum Area IV

- Select four courses from: 20
- Art 102 (Design: Two-Dimensional)
- Art 103 (Design: Three-Dimensional)
- Art 131 (Drawing I: Visual Representation)
- Art 223 (Ceramics I: Introduction to Clay)
- Art 231 (Drawing II: Visual Representation—Intermediate)
- Select two courses from: 10
- Communications/Drama 251, Psychology 101, Philosophy 101,
- Communications/Speech 101, Music 225, Sociology 101
- Foreign Language 111, 112, 201, 202 (French, Latin, Spanish, German)

Major Concentration 55

- A grade of C or better is required in each major course. The usual sequence is as follows:
- Lower-division courses (four taken in Area IV): Art 102, 103, 131, 223, 231
- Art 361 or 362 or 363 (Printmaking: Intaglio, Screen Methods, Lithography)
- Art 311, 312, 313 (History of Western Art I, II, III)
- Art 331 (Drawing III: Figure Drawing) or 371 (Sculpture: Figure Modeling)
- Art 372 (Sculpture: Carving) or 472 (Sculpture: Casting) or 495 (Selected Topics: Sculpture)
- Art 494, 497, Senior Exhibition I, II (offered in two parts consecutively in winter and spring quarters)
- Art 498 (Senior Seminar)
- Ten hours of art electives (Art courses numbered 300 and above)

Minor in another subject 20-29

- Graduation Requirements
- Humanities 323 (The Modern World) 5
- Communications/Speech 100 (Beginning Oral Presentation) 2
- Physical Education 7
- (Must include Physical Education 191 and one aquatics course)

Electives 0-8

Total Hours Required for the Degree 187-8

Contact: Department of Fine Arts (737-1453)

Art:

Bachelor of Fine Arts with a Major in Art

The Bachelor of Fine Arts program is designed to prepare students for professional careers in art. It should also be taken by students who plan to pursue graduate degrees in art. After completing Art 102, 103, 131, and 20 additional studio hours, there will be a Junior Review by the art faculty of at least ten examples of the student's art work, including at least one example from each of the studio courses used to fulfill this 35-hour requirement. Transfer students are included in this if five or more hours are done in residency at Augusta College.

Core Curriculum Areas I, II, and III for the B.A. and B.S. Degrees (See p. 101) 60
Core Curriculum Area IV (A "C" or better is required in each of these courses.)

Select six courses from:

- Art 102 (Design: Two-Dimensional)
- Art 103 (Design: Three-Dimensional)
- Art 131 (Drawing I: Visual Representation)
- Art 205 (Graphic Design I: Lettering and Layout)
- Art 223 (Ceramics I: Introduction to Clay)
- Art 231 (Drawing II: Visual Representation-Intermediate)
- Art 241 (Painting I: Color and Techniques)

30

Lower-Division Courses Required If Not Taken in Area IV

5

Art 102, 103, 131, 223, 231, 241 ("C" or better in each)

Major Concentration (A "C" or better is required in each major course.)

- Art 331 (Drawing III: Figure Drawing)
- Art 341 (Painting II: Color and Techniques) or 342 (Painting: Watercolor)
- Art 365 (Photography)
- Art 371 (Sculpture: Figure Modeling)
- Art 494, 497 (Senior Exhibition I, II)
- Art 498 (Senior Seminar)

Select two of the following:

Art 361, 362, or 363 (Printmaking: Intaglio, Screen Methods, Lithography):

Art 311, 312, 313 (History of Western Art I, II, III)

Select one of the following:

Art 411, 412, or 413 (History of Art)

Select three of the following (one must be 372, 472, or 495)

Ceramics: Art 323, 324, 424, 425, 426

Sculpture: Art 372 (Carving), 472 (Casting), 495 (Selected Topics: Sculpture)

Twenty-five hours of art electives (Art courses numbered 300 and above)

Graduation Requirements

Humanities 323 (The Modern World)

Communications/Speech 100 (Beginning Oral Presentation)

Physical Education

(Must include Physical Education 191 and one aquatics course)

Total Hours Required for the Degree

209

Contact: Department of Fine Arts (737-1453)

Art:

Minor in Art

Prerequisites

| | |
|--|---|
| Art 102 (Design: Two-Dimensional) | 5 |
| Art 103 (Design: Three-Dimensional) | 5 |
| Art 131 (Drawing I: Visual Representation) | 5 |

Upper Division Courses 20

Select a total of twenty additional hours of art classes (300 or 400 level) in consultation with an art advisor. ("C" or better is required in all these courses.)

Total Upper-Division Hours Required for the Art Minor 20

Contact: Department of Fine Arts (737-1453)

Associate of Arts:

Two-year Programs Leading to the Associate of Arts Degree

Associate of Science:

Two-year Programs Leading to the Associate of Science Degree

These are structured two-year programs for the student who cannot plan to complete a four-year college program. They provide the first two years of a standard bachelor's degree program and would allow the student to move into the bachelor's degree program with no loss of credit.

Core Curriculum Areas I, II, and III for the B.A./B.S. or B.B.A. Degree 60 (See page 62 or page 105)

Core Curriculum Area IV 30

Take a minimum of thirty hours in courses specified as fulfilling Area IV of the Core Curriculum for a particular field. "Area IV" requirements are listed in each of the bachelor's degree programs described in this catalog.

Graduation Requirements

| | |
|---|-----|
| Either Communications/Speech 100, Beginning Oral Presentation (2 hours) or Communications/Speech 101, Fundamentals of Speech (5 hours) | 2-5 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |

Total Hours for the Degree 99-102

Contact: School of Arts and Sciences (737-1738)

Biology: Bachelor of Science with a Major in Biology

Students majoring in biology should see a biology faculty member as early in their career as possible.

Core Curriculum Areas I and III for the B.S. Degree (See p. 101) 40

Core Curriculum Area II Recommendations

The following are prerequisites for upper-level Biology courses:

Mathematics 107 (College Algebra) and 115 (Precalculus) 10

Chemistry 121 and 122 (General Chemistry I and II) 10

Core Curriculum Area IV

Biology 101 and 102 (must be passed with with a "C" or better.) 10

Select 20 hours from the following: 20

Mathematics 201 (Calculus and Analytical Geometry), Mathematics 221 (Elementary Statistics)

Computer Science 205 (Introduction to Computers and Programming) or 211 (Principles of Computer Programming)

Chemistry 123 (Introductory Analytical Chemistry), 241 (Fundamental Organic), 281 (Quantitative Inorganic Analysis)

Physics 201 and 202 or 203 (General Physics)

Foreign Language

Lower-Division Courses Required If Not Taken in the Core Curriculum 0-20

1. Physics 201 and either 202 or 203

2. Ten hours of a foreign language or else

a combination of Mathematics 221 with Computer Science 205 or 211.

Major Concentration (A grade of C or better is required in all upper-division biology courses.)

Biology 330 and 331 (Invertebrate and Vertebrate Zoology) 10

Biology 332 (Plant Systematics) 5

or 334 (Plant Morphology) or 336 (Plant Physiology)

Biology 342 (Principles of Ecology) 5

Biology 401 (Cell and Molecular Biology) 5

Biology 402 (Genetics) 5

Biology 498 (Seminar) 2

Select 15 hours of upper-division Biology electives 15

Minor in another subject 20-29

(The Biology department strongly recommends a chemistry minor for pre-professional students and those who anticipate graduate studies in biology and related fields.)

Graduation Requirements

Humanities 323 (The Modern World) 5

Communications/Speech 100 (Beginning Oral Presentation)) 2

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Electives 0-20

Total Hours for the Degree 191-200

Contact: Department of Biology (737-1539)

Biology—Secondary School Teaching: **Bachelor of Science with a Major in Biology, Minor in Education**

Prospective majors should see a biology advisor as early in their career as possible.

| | |
|--|---------|
| <i>Core Curriculum Areas I and III for the B.S. Degree</i> (See p. 101) | 40 |
| (Include Psychology 101 in Area III) | |
| <i>Recommended Core Area II (prerequisites for upper-level Biology courses)</i> | |
| Mathematics 107 (College Algebra) and 115 (Precalculus) | 10 |
| Chemistry 121 and 122 (General Chemistry I and II) | 10 |
| <i>Core Curriculum Area IV</i> | |
| Education 205, Philosophical/Historical Foundations (grade of C required) | 5 |
| Education 206, Growth and Development (grade of C required) | 5 |
| Biology 101 and 102 | 10 |
| (Each is part of the major and must be passed with a C or better.) | |
| Select two of the following: | 10 |
| Chemistry 123 (Introductory Analytical Chemistry), | |
| Chemistry 241 (Fundamental Organic Chemistry) | |
| Computer Science 205 (Introduction to Computers and Programming) or 211 (Principles of Computer Programming) | |
| Mathematics 201 (Calculus and Analytical Geometry) or 221 (Elementary Statistics) | |
| Physics 201, 202, 203 (General Physics) | |
| <i>Courses Required If Not Taken in the Core Curriculum</i> | 20-25 |
| Physics 201, 202, and 203 | |
| Chemistry 123 (Introductory Analytical) or 241 (Fundamental Organic) | |
| Ten hours of a foreign language or else | |
| a combination of Mathematics 221 with Computer Science 205 or 211 | |
| <i>Major Concentration</i> (A grade of C or better is required in all major courses.) | |
| Biology 330 and 331 (Invertebrate and Vertebrate Zoology) | 10 |
| Biology 332 (Plant Systematics) | 5 |
| or 334 (Plant Morphology) or 336 (Plant Physiology) | |
| Biology 342 (Principles of Ecology) | 5 |
| Biology 401 (Cell and Molecular Biology) | 5 |
| Biology 402 (Genetics) | 5 |
| Biology 498 (Seminar) | 2 |
| Select 15 hours of upper-division Biology electives | 15 |
| <i>Professional Education Sequence</i> | |
| Education 337 (High School Curriculum) | 5 |
| Education 353 (Teaching Science) | 5 |
| Education 436 (Secondary Student Teaching) | 15 |
| Education 440 (Education of Exceptional Children) | 5 |
| Education 458 (Seminar in Secondary Education) | 5 |
| <i>Graduation Requirements</i> | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100, (Beginning Oral Presentation) | 2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |
| <i>Total Hours for the Degree</i> | 206-211 |

Contact: Departments of Biology (737-1539), Teacher Education (737-1496)

Biology:

Minor in Biology

Students minoring in biology should see a biology faculty member as early in their career as possible.

Prerequisites

Biology 101 and 102 (Biology I and II) 10

Upper Division Courses 25

In consultation with your major department and the Biology department, select 25 hours of 300- and 400-level biology courses. A grade of C or better is required in all these courses.

Total Upper-Division Hours for the Biology Minor 25

Contact: Department of Biology (737-1539)

Business Administration

Business Administration programs are listed in the Academic Handbook under "School of Business Administration."

Chemistry:

Minor in Chemistry

(A grade of C or better is required in all these courses)

Prerequisites

Chemistry 121, 122 (General Chemistry I, II) 123 (Introductory Analytical Chemistry), 281 (Quantitative Inorganic Analysis)

Upper Division Courses

Chemistry 341, 342 (Organic Chemistry I,II) 12

Chemistry 371 (General Physical Chemistry) 5

Select one course from: 3

Chemistry 381 (NMR/IR Identification of Organic Compounds)

Chemistry 382 (Chemistry Laboratory Management and Safety)

Chemistry 484 (Instrumental Analysis I)

Chemistry 485 (Instrumental Analysis II)

Total Upper-Division Hours for the Chemistry Minor 20

Contact: Department of Chemistry and Physics (737-1541)

Chemistry, Pre-Professional Track:

Bachelor of Science with a Major in Chemistry

The preprofessional track is ideal for pre-med, pre-dentistry, or pre-law, or for entry into graduate work in biochemistry or job entry at the technical level. For the professional track, see following page. The first two years are very much the same, so a decision may be delayed as to track desired. Chemistry courses at the 100 and 200 levels are part of this major and must be passed with a "C" or better.

Core Curriculum Areas I, II, and III for the B.S. Degree (See p. 101) 60
Core Curriculum Area IV 30-31

Select two to four courses from the following (10-21 hours):

Chemistry 121, Chemistry 122 (General Chemistry I and II)

Chemistry 123 (Introductory Analytical Chemistry)

Chemistry 281 (Quantitative Inorganic Analysis)

Select up to three courses from the following (0-15 hours):

Mathematics 115 (Precalculus)

Mathematics 201, 202, 203, 204 (Calculus and Analytical
Geometry I, II, III, IV)

Select up to three courses from the following (0-15 hours):

Physics 201, 202, 203 (General Physics)

Physics 211 (Mechanics)

Physics 212 (Electricity and Magnetism)

Physics 213 (Heat, Sound, and Light)

Select up to two courses from the following (0-10 hours):

Biology 101, 102 (Biology I, II)

Prerequisites

The following are required if not taken in Area IV:

15-36

Chemistry 121, 122, 123, 281

Mathematics 201, 202

Physics 201, 202, 203

The following are also required:

Mathematics 221 (Elementary Statistics)

5

An appropriate computer course

5

Major Concentration (A grade of C or better is required in all these courses)

Chemistry 341, 342 (Organic Chemistry I, II)

12

Chemistry 371 (General Physical Chemistry)

5

Chemistry 381 (NMR/IR Identification of Organic Compounds)

3

Chemistry 382 (Chemistry Laboratory Management and Safety)

3

Chemistry 421 (Inorganic Chemistry)

5

Chemistry 451 (Modern Biochemistry)

5

Chemistry 484, 485 (Instrumental Analysis I, II)

6

Physical Science 398 (Current Technology Seminar)

4

Other Upper-Division Requirements

22-29

Minor in another subject (20-29 hours)

Elective course(s) numbered 300 and above (0-2 hours)

Graduation Requirements

Humanities 323 (The Modern World)

5

Communications/Speech 100 (Beginning Oral Presentation)

2

Physical Education (Include Physical Education 191 & one aquatics course)

7

Satisfactory oral examination in Chemistry

Total Hours for the Degree

195-222

Contact: Department of Chemistry and Physics (737-1541)

Chemistry, Professional Track:

Bachelor of Science with a Major in Chemistry

The professional track prepares the student for graduate work in chemistry and provides for job entry level as chemist. For the preprofessional track, see the preceding page. The first two years are very much the same, so a decision may be delayed as to the track desired. Chemistry courses at the 100 and 200 levels are part of this major and must be passed with a "C" or better.

Core Curriculum Areas I, II, and III for the B.A. and B.S. Degrees (See p. 101) 60

Core Curriculum Area IV

30-31

Select two to four courses from the following (10-21 hours):

Chemistry 121, Chemistry 122 (General Chemistry I and II)

Chemistry 123 (Introductory Analytical Chemistry)

Chemistry 281 (Quantitative Inorganic Analysis)

Select up to three courses from the following (0-15 hours):

Mathematics 115 (Precalculus)

Mathematics 201, 202, 203, 204 (Calculus and Analytical
Geometry I, II, III, IV)

Select up to three courses from the following (0-15 hours):

Physics 201, 202, 203 (General Physics)

Physics 211 (Mechanics)

Physics 212 (Electricity and Magnetism)

Physics 213 (Heat, Sound, and Light)

Select up to two courses from the following (0-10 hours):

Biology 101, 102 (Biology I, II)

Additional Required Courses

The following are required if not taken in Area IV:

20-41

Chemistry 121, 122, 123, 281

Mathematics 201, 202, 203

Physics 211, 212, 213

The following are also required:

Mathematics 221 (Elementary Statistics)

5

Mathematics 302 (Differential Equations)

5

An appropriate computer course

5

Major Concentration (A grade of C or better is required in all these courses)

Chemistry 341, 342, 343 (Organic Chemistry I, II, III)

18

Chemistry 372, 373, 374 (Physical Chemistry I, II, III)

18

Chemistry 381 (NMR/IR Identification of Organic Compounds)

3

Chemistry 382 (Chemistry Laboratory Management and Safety)

3

Chemistry 421 (Inorganic Chemistry)

5

Chemistry 451 (Modern Biochemistry)

5

Chemistry 484, 485 (Instrumental Analysis I, II)

6

Physical Science 398 (Current Technology Seminar)

4

Minor in another subject

20-29

Graduation Requirements

Humanities 323 (The Modern World)

5

Communications/Speech 100 (Beginning Oral Presentation)

2

Physical Education (Include Physical Education 191 & one aquatics course)

7

Satisfactory oral examination in Chemistry

Total Hours for the Degree

222-252

Contact: Department of Chemistry and Physics (737-1541)

Chemistry—Secondary School Teaching:

Bachelor of Science, Major in Chemistry and Minor in Education

Chemistry courses at the 100 and 200 levels are part of this major and must be passed with a "C" or better.

Core Curriculum Areas I, II, and III for the B.A. and B.S. Degrees (See p. 101) 60

Core Curriculum Area IV

Education 205, Philosophical/Historical Foundations (grade of C required) 5

Education 206, Growth and Development (grade of C required) 5

Select 20 hours from the following: 20

Biology 101, 102 (Biology I, II)

Chemistry 121, 122 (General Chemistry I, II) 123 (Introductory Analytical Chemistry), 281 (Quantitative Inorganic Analysis)

Mathematics 115 (Precalculus), 201, 202, 203, 204 (Calculus and Analytical Geometry I, II, III, IV)

Physics 201, 202, 203 (General Physics)

Physics 211, 212, 213 (Mechanics; Electricity and Magnetism; Heat, Sound, and Light)

Prerequisites

The following are required if not taken in Area IV: 31-51

Chemistry 121, 122, 123, 281

Mathematics 201, 202, 203

Physics 201, 202, 203

The following are also required:

Mathematics 211 (Elementary Statistics) 5

Computer Science 206 (Scientific Programming with FORTRAN) 5

Major Concentration (A grade of C or better is required in all these courses)

Chemistry 341, 342 (Organic Chemistry I, II) 12

Chemistry 371 (General Physical Chemistry) 5

Chemistry 381 (NMR/IR Identification of Organic Compounds) 3

Chemistry 382 (Chemistry Laboratory Management and Safety) 3

Chemistry 421 (Inorganic Chemistry) 5

Chemistry 451 (Modern Biochemistry) 5

Chemistry 484, 485 (Instrumental Analysis I, II) 6

Physical Science 398 (Current Technology Seminar) 4

Professional Education Sequence

Education 337 (High School Curriculum) 5

Education 353 (Teaching Science) 5

Education 436 (Secondary Student Teaching) 15

Education 440 (Education of Exceptional Children) 5

Education 458 (Seminar in Secondary Education) 5

Science Certification Requirement 5-15

For science certification, the state also requires 15 hours of Biology.

Graduation Requirements

Humanities 323 (The Modern World) 5

Communications/Speech 100 (Beginning Oral Presentation) 2

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Satisfactory oral examination in Chemistry

Total Hours for the Degree 228-268

Contact: Department of Chemistry and Physics (737-1541)

Communications: Broadcast/Film Bachelor of Arts with a Major in Communications, Broadcast/Film Track

Communications 200, 201 are part of this major and must be passed with a C or better.

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

Core Curriculum Area IV (30 hours)

Foreign Language through the 202 level (must not include hours taken to remedy C.P.C. deficiency) 10-20

Communications/Speech 101 (Fundamentals of Speech), or Art 165 (Photography) 5

Communications 200 (Introduction to Communications) 5

Select 0-10 hours from the following: 0-10

Art 102, 103, 125, 131, 141, 142, 165, 181, 205, 223, 231, 241

Communications 201 (Mass Media and Society)

Drama 250, 251 (Theatre Performance, Theatre Production)

English 211, 225 (Creative Writing, Intro. to Literary Studies)

History 115, 116; 211, 212 (Western Civilization; American)

Music 105; 111, 112, 211, 212; 126, 127 (Music Literature;

Music Theory; Elementary Ear Training and Sight Singing)

Music Appreciation 141-9

Philosophy 101 (Introduction to Philosophical Issues)

Psychology 101 (Principles of Psychology)

Sociology 101 (Introduction to Sociology)

Lower-Division Course Required If Not Taken in Area IV

Communications 201 (Mass Media and Society) 0-5

Major Concentration (A "C" or better is required in each major course.) 47

Communications 300 (Media Law and Ethics)

Communications/Broadcast-Film 300

(Technologies of Audio Visual Production)

Select one to four of the following: Communications/Broadcast-Film 303

(Sound Recording), 310 (Introduction to Television Production), 315

(Video and Electronic News Gathering Production), 335 (Introduction to Film-Making)

Select one to three of the following: Communications/Broadcast-Film

325 (Film Appreciation), 330 (Introduction to Film History), 495

(Selected Topics)

Select one to three of the following: Communications/Broadcast-Film

305 (Radio Broadcasting), 320 (Scriptwriting for Broadcast and Film),

340 (Audiovisual Production Methods), 410 (Advanced Television

Production), 300- or 400-level courses in drama, journalism, public

relations/advertising, or speech

Communications/Broadcast-Film 496, Internship (variable credit)

Communications 492, Communications Exit Course (2 hours)

Minor in another subject 20-29

Electives 2-18

Graduation Requirements

Humanities 323 (The Modern World) 5

Communications/Speech 100, unless 101 is taken in the core curriculum 0-2

Physical Education (Must include PED 191 and one aquatics course) 7

Total Hours Required for the Degree 187

Contact: Department of Languages and Literature (737-1500)

Communications: Drama **Bachelor of Arts** **with a Major in Communications, Drama Track** Communications 200, 201 are part of this major and must be passed with a C or better.

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

Core Curriculum Area IV (30 hours)

Foreign Language through the 202 level (must not include hours taken to remedy C.P.C. deficiency) 10-20

Communications/Speech 101 (Fundamentals of Speech) 5

Communications 200 (Introduction to Communications) 5

Select 0-10 hours from the following: 0-10

Art 102, 103, 125, 131, 141, 142, 165, 181, 205, 223, 231, 241

Communications 201 (Mass Media and Society)

Drama 250, 251 (Theatre Performance, Theatre Production)

English 211, 225 (Creative Writing, Intro. to Literary Studies)

History 115, 116; 211, 212 (Western Civilization; American)

Music 105; 111, 112, 211, 212; 126, 127 (Music Literature;

Music Theory; Elementary Ear Training and Sight Singing)

Music Appreciation 141-9

Philosophy 101 (Introduction to Philosophical Issues)

Psychology 101 (Principles of Psychology)

Sociology 101 (Introduction to Sociology)

Lower-Division Course Required If Not Taken in Area IV

Communications 201 0-5

Major Concentration (A "C" or better is required in each major course.) 47

Communications/Drama 301, 302 (Literature in Performance I, II)

Select one of the following courses:

Communications/Drama 321, 322, 421 (Acting I, II, III); 401
 (Stage and Studio Performance)

Communications/Drama 351 (Fundamentals of Technical Theatre)

Communications/Drama 430 (Modern Drama)

Communications/Drama 455 (Shakespeare)

Select two of the following courses:

Communications/Broadcast-Film 310 (Introduction to Television Production), 320 (Scriptwriting for Broadcast and Film), 325 (Film Appreciation), 330 (Introduction to Film History), 335 (Introduction to Film-Making), 410 (Advanced Television Production), 435 (Advanced Film-Making), 495 (Selected Topics); Communications/Journalism 350, 495 (Broadcast Journalism, Selected Topics); Communications/Public Relations 470 (Advertising Copywriting); Communications/Speech 300 (Voice and Diction), 301 (Oral Interpretation), 495 (Selected Topics)

Communications/Drama 496, Internship (variable credit)

Communications 492, Communications Exit Course (2 hours)

Minor in another subject 20-29

Graduation Requirements

Humanities 323 (The Modern World) 5

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Electives 4-18

Total Hours Required for the Degree 187

Contact: Department of Languages and Literature (737-1500)

Communications: Journalism **Bachelor of Arts** **with a Major in Communications, Journalism Track**

Communications 200, 201 are part of this major and must be passed with a C or better.

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

Core Curriculum Area IV (30 hours)

Foreign Language through the 202 level (must not include hours taken to remedy C.P.C. deficiency) 10-20

Communications/Speech 101 (Fundamentals of Speech), or Art 165 (Photography) 5

Communications 200 (Introduction to Communications) 5

Select 0-10 hours from the following: 0-10

Art 102, 103, 125, 131, 141, 142, 165, 181, 205, 223, 231, 241

Communications 201 (Mass Media and Society)

Drama 250, 251 (Theatre Performance, Theatre Production)

English 211, 225 (Creative Writing, Intro. to Literary Studies)

History 115, 116; 211, 212 (Western Civilization; American)

Music 105; 111, 112, 211, 212; 126, 127 (Music Literature;

Music Theory; Elementary Ear Training and Sight Singing)

Music Appreciation 141-9

Philosophy 101 (Introduction to Philosophical Issues)

Psychology 101 (Principles of Psychology)

Sociology 101 (Introduction to Sociology)

Lower-Division Course Required If Not Taken in Area IV

Communications 201 (Mass Media and Society) 0-5

Major Concentration (A "C" or better is required in each major course.) 47

Communications 300 (Media Law and Ethics)

Communications/Journalism 305 (Newswriting)

Communications/Journalism 306, 307, 308 (Student Newspaper Practicum)

Select two of the following courses:

Select two of the following courses:

Communications/Journalism 310 (Feature Writing)

Communications/Journalism 350 (Broadcast Journalism)

Communications/Journalism 490 (Cullum Lecture Series)

Communications/Journalism 495 (Selected Topics).

Select two 300- or 400-level courses in another Communications track and one in any Communications track.

Communications/Journalism 496, Internship/Practicum (variable credit)

Communications 492, Communications Exit Course (2 hours)

Minor in another subject 20-29

Electives 2-18

Graduation Requirements

Humanities 323 (The Modern World) 5

Communications/Speech 100, unless 101 is taken in the core curriculum 0-2

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Total Hours Required for the Degree 187

Contact: Department of Languages and Literature (737-1500)

Communications: Public Relations/Advertising

Bachelor of Arts, Major in Communications, Public Relations/Advertising Track
Communications 200, 201 are part of this major and must be passed with a C or better.

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

Core Curriculum Area IV (30 hours)

Foreign Language through the 202 level (must not include hours taken to remedy C.P.C. deficiency) 10-20

Comm./Speech 101 (Fundamentals of Speech), or Art 165 (Photography) 5

Communications 200 (Introduction to Communications) 5

Select 0-10 hours from the following: 0-10

Art 102, 103, 125, 131, 141, 142, 165, 181, 205, 223, 231, 241

Communications 201 (Mass Media and Society)

Drama 250, 251 (Theatre Performance, Theatre Production)

English 211, 225 (Creative Writing, Intro. to Literary Studies)

History 115, 116; 211, 212 (Western Civilization; American)

Music 101; 111, 112, 211, 212; 126, 127 (Music Literature;

Music Theory; Elementary Ear Training and Sight Singing)

Music Appreciation 141-9

Philosophy 101 (Introduction to Philosophical Issues)

Psychology 101 (Principles of Psychology)

Sociology 101 (Introduction to Sociology)

Lower-Division Course Required If Not Taken in Area IV

Communications 201 (Mass Media and Society) 0-5

Major Concentration (A "C" or better is required in each major course.) 47

Select two or three of the following courses:

Communications/Broadcast-Film 310 (Introduction to Television Production), 340 (Audiovisual Materials and Methods)

Communications/Journalism 300 (Introduction to Journalism)

Communications/Public Relations-Advertising 360 (Public Relations Practices), 370 (Advertising Strategy and Campaigns)

Select one or two of the following courses:

Communications/Broadcast-Film 320 (Scriptwriting), 410 (Advanced Television Production)

Communications/Journalism 305 (Newswriting)

Communications/Public Relations-Advertising 460 (Public Opinion and Propaganda), 470 (Advertising Copywriting), 495 (Selected Topics)

Communications/Speech 311 (Public Speaking)

Select two to four courses in broadcast/film, drama, journalism, public relations/advertising, or speech not listed in the preceding.

Communications/Pub.Relations-Advertising 496, Internship (variable credit)

Communications 300 (Media Law and Ethics)

Communications 492, Communications Exit Course (2 hours)

Minor in another subject 20-29

Graduation Requirements

Humanities 323 (The Modern World) 5

Communications/Speech 100, unless 101 is taken in the core curriculum 0-2

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Electives 2-18

Total Hours Required for the Degree 187

Contact: Department of Languages and Literature (737-1500)

Communications: Speech **Bachelor of Arts** **with a Major in Communications, Speech Track**

Communications 200, 201 are part of this major and must be passed with a C or better.

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

Core Curriculum Area IV (30 hours)

Foreign Language through the 202 level (must not include hours taken to remedy C.P.C. deficiency) 10-20

Communications/Speech 101 (Fundamentals of Speech) 5

Communications 200 (Introduction to Communications) 5

Select 0-10 hours from the following: 0-10

Art 102, 103, 125, 131, 141, 142, 165, 181, 205, 223, 231, 241

Communications 201 (Mass Media and Society)

Drama 250, 251 (Theatre Performance, Theatre Production)

English 211, 225 (Creative Writing, Intro. to Literary Studies)

History 115, 116; 211, 212 (Western Civilization; American)

Music 105; 111, 112, 211, 212; 126, 127 (Music Literature;

Music Theory; Elementary Ear Training and Sight Singing)

Music Appreciation 141-9

Philosophy 101 (Introduction to Philosophical Issues)

Psychology 101 (Principles of Psychology)

Sociology 101 (Introduction to Sociology)

Lower-Division Course Required If Not Taken in Area IV

Communications 201 0-5

Major Concentration (A "C" or better is required in each major course.) 47

Communications/Speech 300 (Voice and Diction)

Communications/Speech 311 (Public Speaking)

Communications/Speech 325 (Persuasion)

Select two of the following:

Communications/Speech 304 (Interpersonal Communication)

Communications/Speech 305 (Small Group Communication)

Communications/Speech 307 (Organizational Communication)

Select one of the following:

Communications/Speech 301 (Oral Interpretation)

Communications/Speech 304, 305, 307 (see above)

Communications/Speech 310 (Intercultural Communication)

Communications/Speech 320 (Political Communication)

Communications/Speech 495 (Selected Topics)

Select two 300- or 400-level courses in broadcast/film, drama, journalism, or public relations/advertising.

Communications/Speech 496, Internship (variable credit)

Communications 492, Communications Exit Course (2 hours)

Minor in another subject 20-29

Graduation Requirements

Humanities 323 (The Modern World) 5

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Electives 4-18

Total Hours Required for the Degree 187

Contact: Department of Languages and Literature (737-1500)

Communications:

Minor in Communications

Prerequisites

Communications 200 (Introduction to Communications) 5

Upper-Division Courses

Select four 300- or 400- level courses from the following: 20

Communications/Broadcast-Film

Communications/Drama

Communications/Journalism

Communications/Public Relations-Advertising

Communications/Speech

(A grade of C or better is required in all these courses)

Total Upper-Division Hours for the Communications Minor 20

Also see the listing below for the minor in Drama/Speech

Contact: Department of Languages and Literature (737-1500)

Computer Science:

Minor in Computer Science

A grade of C or better is required in all these courses.

Prerequisites

Computer Science 211 and 212 (Principles of Computer Programming) 10

Computer Science 215 (File Processing) 5

Upper Division Courses

Mathematics 303 (Symbolic Logic and Set Theory) 5

Select 15 hours of 300- and 400-level Computer Science courses 15

Total Upper-Division Hours for the Minor 20

Contact: Department of Mathematics and Computer Science (737-1672)

Computer Science:

Bachelor of Science with a Major in Computer Science

| | |
|---|-------|
| Core Curriculum Areas I, II, and III for the B.S. Degree (See p. 101) | 60 |
| Core Curriculum Area IV | |
| Computer Science 211 and 212 (Principles of Computer Programming) | 10 |
| Computer Science 215 (File Processing) | 5 |
| Select one sequence from the following (A grade of C or better is required) | 10 |
| Mathematics 201, 202 (Calculus & Analytical Geometry I, II) | |
| Mathematics 202, 203 (Calculus & Analytical Geometry II, III) | |
| Select one of the following courses: | 5 |
| Accounting 211 (Principles of Accounting I) | |
| Mathematics 203, 204 (Calculus & Analytical Geometry III, IV) | |
| Mathematics 221 (Elementary Statistics) | |
| Required (with a C or better) if not taken in the Core Curriculum | 0-5 |
| Mathematics 203 | |
| Major Concentration (A grade of C or better is required in all these courses) | |
| Mathematics 303, Symbolic Logic and Set Theory (prerequisite) | 5 |
| Computer Science 301 (Software Design) | 5 |
| Computer Science 351 (Assembly Language Programming) | 5 |
| Computer Science 361 (Data Structures) | 5 |
| Computer Science 371 (Computer Organization) | 5 |
| Either Computer Science 401 (Structured Analysis and Design Specifications) or Mathematics 435 (Numerical Analysis) | 5 |
| Computer Science 451 (Computer Systems I) | 5 |
| Select additional approved courses from the following: | 10 |
| Computer Science 355 (Programming Languages) | |
| Computer Science 401 (Structured Analysis and Design Specifications) | |
| Computer Science 411 (Compiler Writing) | |
| Computer Science 421 (Computer Graphics) | |
| Computer Science 441 (Introduction to Automata Theory) | |
| Computer Science 452 (Computer Systems II) | |
| Computer Science 461 (Algorithm Analysis) | |
| Computer Science 466 (Data Base Management) | |
| Computer Science 495, 496, 499 (Selected Topics, Undergraduate Internship, Undergraduate Research) | |
| Mathematics 381 (Linear Algebra) | |
| Minor in another subject | 20-29 |
| Graduation Requirements | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 (Beginning Oral Presentation) | 2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |
| Electives (Include 0-5 hours at the 300/400 level to satisfy the 70-hour rule) | 4-18 |
| Total Hours for the Degree | 187 |

Contact: Department of Mathematics and Computer Science (737-1672)

Core Curriculum

for B.A. and B.S. Degrees

Area I: Humanities (20 hours)

| | |
|---|----|
| English 101 and 102 (College Composition I and II) or English 111 (Honors Freshman English) (A grade of C or better is required in English 101, 102, and 111) | 10 |
| Humanities 221 (Greece and Rome) | 5 |
| Humanities 222 (The Middle Ages to the Age of Reason) | 5 |

Area II: Mathematics and Natural Science (20 hours)

| | |
|--|----|
| Select one of the following two-course sequences: | 10 |
| Biology 101 and 102 (Biology I and II) | |
| Chemistry 121 and 122 (General Chemistry I and II) | |
| Chemistry 121 and 106 (General Chemistry I, Basic Organic Chemistry and Biochemistry) | |
| Chemistry 105 and 106 (Basic Chemistry, Basic Organic Chemistry and Biochemistry) | |
| Geology 101 and 102 (Physical Geology, Historical Geology) | |
| Physical Science 101 and 102 (Physical Science I and II) | |
| Physics 201 and 202, or Physics 201 and 203 (General Physics) | |
| Physics 211 and 212, or Physics 211 and 213 (Mechanics; Electricity and Magnetism; Heat, Sound, and Light) | |
| Select one of the following: | 5 |
| Mathematics 107 (College Algebra) | |
| Mathematics 109 (Contemporary Mathematics) | |
| Mathematics 115 (Precalculus Mathematics) | |
| Mathematics 122 (Calculus with Business Applications) | |
| Mathematics 201 (Calculus and Analytical Geometry I) | |
| Select one course from those listed above in Area II | 5 |

Area III: Social Sciences (20 hours)

| | |
|---|----|
| History 211 or 212 (American History I or II) | 5 |
| Political Science 101 (American Government I) | 5 |
| Select two of the following: | 10 |
| Anthropology 101 (Introductory), 201 (Cultural Anthropology) | |
| Economics 205, 251, 252 (Basic Economics, Microeconomics, Macroeconomics) | |
| History 200 (World Civilization) | |
| History 115, 116 (Western Civilization I, II) | |
| History 211, 212 (American History I, II) | |
| Philosophy 101 (Introduction to Philosophical Issues) | |
| Political Science 201 (American Government II) | |
| Psychology 101, Principles of Psychology (Required for students majoring in Middle Grades Education.) | |
| Sociology 101 (Introduction) | |
| Sociology 202 (Social Problems Analysis) or 221 (Introduction to Marriage and the Family) | |

Area IV: Courses Related to the Major (see specific degree programs) 30-31

Total Hours for the Core Curriculum 90-91

Counselor Education:

Master of Education with a Major in Counselor Education

This is a professional, competency-based program with courses designed around national accreditation standards. Admission to the program is competitive and limited to 35 students per year. For details on admissions requirements, see the first page of the "How to Enroll at Augusta College" section of this catalog.

Courses must be selected in consultation with a School of Education advisor. All course work must be completed within seven years of the first enrollment that is applicable to the degree program. An overall GPA of not less than 3.0 is required on all graduate work attempted at AC. .pm 0.2"

Requirements for Admission to Candidacy

1. Certification by the Dean of the School of Education of the student's eligibility for the Georgia T-4 Certificate. Students not seeking certification must file a statement of intent with the application for admission to candidacy.
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his or her choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.

Common Course Requirements for students in each Concentration 40

Education 620 (Fundamentals of Guidance)
Education 780 (Communication Skills in Counseling)
Education 782 (Methods and Techniques of Counseling)
Education 784 (Organization and Administration of Counseling Services)
Education 786 (Career Counseling and Vocational Development)
Education 788 (Counseling Practicum)
Education 604 (Tests and Measurement)
Psychology 690 (Seminar in Group Processes)

Select One of the Following Concentrations: 35

School Counseling Concentration (35 hours)
Education 700 or 658, Research (5 hours)
With 3 years' teaching experience, take Education 790, Counseling Internship (10 hours) and 20 hours of electives.
Without 3 years' teaching experience, take Education 790, Internship (15 hours) and 15 hours of electives.
Community Counseling Concentration (35 hours)
Education 700 or 658, Research (5 hours)
Education 790, Internship (10 hours) and 20 hours of electives
Add-on Certification in School Counseling (10 hours)
Students who have a graduate degree and three years' teaching experience take the common course requirements and ten hours of Education 790 (Internship).

Total Hours for the Degree 75

(At least 45 of these hours must be taken at Augusta College.)

Contact: Department of Teacher Education (737-1496)

Criminal Justice:

Bachelor of Arts in Criminal Justice

This is an interdisciplinary program with a social science orientation that is designed to prepare the graduate for professional careers in law enforcement, the courts, and corrections, or for admission to law schools or graduate school in criminal justice.

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

Core Curriculum Area IV

| | |
|---|----|
| Sociology 101 (Introduction to Sociology) | 5 |
| Criminal Justice 103 (Introduction to Criminal Justice) | 5 |
| Political Science 204 (Society, Law, and the Criminal) | 5 |
| Mathematics 221 (Elementary Statistics) | 5 |
| Select 10 hours from the following: | 10 |
| Accounting 211 (Principles of Accounting I) | |
| Criminal Justice 229 (Introduction to Police Science) | |
| Economics 205 (Basic Economics) | |
| Psychology 101 (Principles of Psychology) | |
| Sociology 202 (Social Problems Analysis, prerequisite to Sociology 380) | |
| Social Work 111 (Introduction to Social Work) | |
| Social Work 234 (Introduction to Social Welfare) | |
| Foreign Language Sequence | |

Major Concentration (A grade of C or better is required in all these courses)

| | |
|---|----|
| Select 35 hours of 300- and 400-level courses in Criminal Justice | 35 |
| Political Science 304 (The Judicial Process) | 5 |
| Political Science 412 (Governmental Organization & Administrative Theory) | 5 |
| Sociology 380 (Sociological Theory) | 5 |
| Sociology 381 (Methods in Social Research) | 5 |

Minor in another subject 20-29

Graduation Requirements

| | |
|--|-----|
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 (Beginning Oral Presentation) or 101 (Fundamentals of Speech) | 2-5 |
| Physical Education (Must include Physical Education 191 and one aquatics course) | 7 |

Electives 0-8

Total Hours for the Degree 187-191

Contact: Department of Sociology (737-1735)

Criminal Justice:

Associate of Applied Science in Criminal Justice

This program is designed to produce graduates who can enter the criminal justice profession with some understanding of the legal, sociological, administrative/organizational, and psychological complexities of law enforcement. The program is liberal arts oriented; however, it contains a sufficient number of specialized courses to give the student a sense of professionalism and to qualify the graduate as a beginning professional.

| | |
|---|--------------|
| English 101 and 102 (College Composition I and II) with a "C" or better | 10 |
| Select one mathematics course: | 5 |
| Mathematics 107 (College Algebra) | |
| Mathematics 109 (Contemporary Mathematics) | |
| Mathematics 115 (Precalculus Mathematics) | |
| Select one 2-course sequence in laboratory science: | 10 |
| Biology 101 and 102 | |
| Chemistry 121 and 122, or 121 and 106, or 105 and 106 | |
| Geology 101 and 102 | |
| Physical Science 101 and 102 | |
| Physics 211 and 212, or 211 and 213 | |
| History 211 or 212 (American History I or II) | 5 |
| Political Science 101 (American Government) | 5 |
| Psychology 101 (Principles of Psychology) | 5 |
| Sociology 101 (Introductory Sociology), with a "C" or better | 5 |
| Criminal Justice 103 (Introduction to Criminal Justice), with a "C" or better | 5 |
| Sociology 202 (Contemporary Social Problems), with a "C" or better | 5 |
| Criminal Justice 229 (Introduction to Police Science), with a "C" or better | 5 |
| Political Science 204 (Society, Law, & the Criminal), with a "C" or better | 5 |
| Criminal Justice 333 (Prisons), with a "C" or better | 5 |
| Psychology 337 (Abnormal Psychology), with a "C" or better | 5 |
| Social Science Electives | 10 |
| General Elective | 5 |
| Communications/Speech 100 or 101 | 2-5 |
| Physical Education | 4 |
| (Must include Physical Education 191 and aquatics) | |
| Total Hours for the Degree: | 96-99 |

Contact: *Department of Sociology (737-1735)*

Dental School Pre-Professional Program

Because of Augusta College's close proximity and working relationship with the Medical College of Georgia, students can obtain advice on admission requirements, curricula, financial aid, and other matters pertaining to programs offered by MCG. An undergraduate degree is not specifically required by dental schools, but it does increase the chance of admission. Dental schools normally require a minimum of two quarters of inorganic chemistry, two quarters of organic chemistry, two quarters of biology (with laboratory), and two quarters of physics. General liberal arts courses are also required. Students planning to enter dental school normally complete three to four full academic years at Augusta College.

Contact: *Pre-Dental Advisor, Department of Biology (737-1539)*

Drama/Speech:

Minor in Drama/Speech

Prerequisites

| | |
|---|---|
| Communications/Speech 101 (Fundamentals of Speech) | 5 |
| Communications 200 (Introduction to Communications) | 5 |

Upper Division Courses (A grade of C or better is required in all these courses)

| | |
|--|----|
| Communications/Drama 301, 302 (Literature in Performance) | 10 |
| Select fifteen hours of the following: | 15 |
| Communications/Drama 321 (Acting I: Acting Workshop) | |
| Communications/Drama 322 (Acting II: Scene Study) | |
| Communications/Drama 351 (Fundamentals of Technical Theatre) | |
| Communications/Drama 401 (Stage and Studio Performance) | |
| Communications/Drama 421 (Acting III: Period Styles) | |
| Communications/Drama 430 (Modern Drama) | |
| Communications/Drama 455 (Shakespeare) | |
| Communications/Drama 495 (Selected Topics) | |
| Communications/Drama 496 (Internship) | |
| Communications/Speech 300 (Voice and Diction) | |
| Communications/Speech 301 (Oral Interpretation) | |
| Communications/Speech 311 (Public Speaking) | |
| Communications/Speech 495 (Selected Topics) | |
| Communications/Speech 496 (Internship) | |

Total Upper-Division Hours for the Drama/Speech Minor 25

Drama Major: See Communications/Drama

Contact: Department of Languages and Literature (737-1500)



Early Childhood Education: B.A.

Bachelor of Arts, Major in Elementary Education Option in Early Childhood

Completion of this program is the basis for receiving a Georgia certificate to teach in grades K-4.

| | |
|---|----|
| <i>Core Curriculum Areas I, II, and III for the B.A. Degree</i> (See p. 101) (Psychology 101, in Area III, is a prerequisite for Education courses.) | 60 |
| <i>Core Curriculum Area IV</i> | 30 |
| Education 202 (Foundations of Education) with a "C" or better | |
| Education 203 (Human Development in the Educative Process) | |
| Communications/Speech 101 (Fundamentals of Speech) | |
| Foreign Languages 111, 112, 201, 202: A 10-hour sequence is required if 2 high-school units in a given foreign language have not been earned. | |
| Select one or three courses from Core areas I-III | |
| <i>Major Concentration</i> (A "C" or better is required in all major courses.) | 60 |
| Education 471 (The Teaching of Reading) | |
| Education 472 (Diagnostic-Prescriptive Reading Instruction) | |
| Mathematics 425 (Fundamental Ideas of Arithmetic for Elementary Teachers) | |
| Art 351 (Art Education, K-8; Teaching) | |
| English 401 (Children's Literature) | |
| Music 351 (Kindergarten and Elementary Public School Music) | |
| Health and Physical Education 350 (Health and Physical Education in Early Childhood) | |
| Education 352 (Teaching Language Arts) | |
| Education 353 (Teaching Science) | |
| Education 354 (Teaching Social Studies) | |
| Education 355 (Teaching Mathematics) | |
| Education 455 (Elementary Materials and Methods) | |
| <i>Professional Education Courses</i> ("C" or better is required in all these courses.) | 45 |
| Education 304 (Educational Psychology) | |
| Education 330 (Early Elementary Education) | |
| Education 333 (Guidance and Learning of the Young Child) | |
| Education 335 (Elementary School Curriculum) | |
| Education 433 (Student Teaching: Early Childhood Education) | |
| Education 440 (Education of Exceptional Children) | |
| Education 491 (Seminar in Education: Early Childhood Education) | |
| <i>Minor in General Studies</i> | 25 |
| Mathematics 425 (Fundamental Ideas of Arithmetic for Elementary Teachers) | |
| English 401 (Children's Literature) | |
| Art 351 (Art Education, K-8; Teaching) | |
| Music 351 Kindergarten and Elementary Public School Music | |
| HPE 350 (Health and Physical Education in Early Childhood) | |
| <i>Graduation Requirements</i> | |
| Humanities 323 (The Modern World) | 5 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |

Total Hours Required for the Degree 232-236

Contact: Department of Teacher Education (737-1496)

Early Childhood Education: M.Ed.

Master of Education with a Major in Elementary Education

The Master of Education program is designed for the teacher who wishes to become a master teacher with the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performances. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Admission requirements are set forth on the first page of the "How to Enroll at Augusta College" section of this catalog.

Courses must be selected in consultation with a School of Education advisor. An overall GPA of not less than 3.0 is required on all graduate work attempted at Augusta College. All course work must be completed within seven years of the first enrollment that is applicable to the degree program.

Requirements for Admission to Candidacy

1. Certification by the Dean of the School of Education of the student's eligibility for the Georgia T-4 Certificate. Students not seeking certification must file a statement of intent with the application for admission to candidacy.
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his or her choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.

Course Requirements

| | |
|--|-----|
| Education 603 (Development of Young Children) | 5 |
| Education 614 (Advanced Educational Psychology) | 5 |
| Education 635 (Principles of Curriculum Development) | 5 |
| Education 640, Education of Exceptional Children (unless a similar course was completed at the undergraduate level) | 0-5 |
| Education 658 (Research Techniques) or 700 (Educational Research Methods) | 5 |
| Select 25 hours from the following courses (Include a reading course appropriate to your preparation and career goals): | 25 |
| Education 571 (Teaching of Reading), 625 (Teaching Mathematics) | |
| Education 652 (Development of Language and Communication Skills), 653 (Teaching Science), 654 (Teaching Social Studies) | |
| Education 671 (Current Trends in Reading Instruction) | |
| Education 672 (Diagnosis and Correction of Reading Disabilities) | |
| Education 673 (Materials and Methods in Reading) | |
| Education 675 (Reading in the Content Areas) | |
| Education 694 (Instructional Strategies) | |
| Education 799 (Applied Project in Education) | |

| | |
|--|-------|
| Electives (Whenever appropriate courses are available from disciplines other than Education, electives should be chosen from those disciplines.) | 15-20 |
|--|-------|

Total Hours for the Degree (At least 45 must be taken at Augusta College.) **60**

Contact: Department of Teacher Education (737-1496)

Education Degree Programs:

Programs offered by the School of Education

The School of Education offers a wide variety of programs. All teacher education degree programs for elementary, special, secondary, and K-12 teachers, administrators, supervisors, and reading teachers are approved by the Georgia Professional Standards Commission and accredited by the National Council for Accreditation of Teacher Education.

| | Page |
|--|------|
| <i>Bachelor of Arts</i> | |
| Early Childhood Education..... | 106 |
| English major with Secondary Education minor | 113 |
| French major with Secondary Education minor | 115 |
| History major with Secondary Education minor | 121 |
| Middle Grades Education..... | 129 |
| Political Science major with Secondary Education minor | 149 |
| Spanish major with Secondary Education minor..... | 163 |
| <i>Bachelor of Music</i> | |
| Music Education..... | 137 |
| <i>Bachelor of Science</i> | |
| Biology major with Secondary Education minor..... | 89 |
| Chemistry major with Secondary Education minor..... | 93 |
| Health and Physical Education | 118 |
| Mathematics major with Secondary Education minor | 126 |
| Physical Science major with Secondary Education minor | 142 |
| Physics major with Secondary Education minor | 144 |
| Special Education | 164 |
| <i>Master of Education</i> | |
| Administration and Supervision..... | 83 |
| Counselor Education..... | 102 |
| Elementary Education (Early Childhood Education) | 107 |
| Elementary Education (Middle Grades)..... | 130 |
| Health and Physical Education | 119 |
| Secondary Education, Concentration in English..... | 155 |
| Secondary Education, Concentration in Mathematics | 156 |
| Secondary Education, Concentration in Social Sciences | 157 |
| Special Education, Concentration in Behavior Disorders | 165 |
| Special Education, Concentration in Interrelated | 166 |
| Special Education, Concentration in Learning Disabilities | 167 |
| Special Education, Concentration in Mental Retardation | 168 |
| <i>Specialist in Education</i> | |
| Various Majors | 170 |
| <i>Augusta College/ University of Georgia Cooperative</i> | |
| Degree Programs in Vocational Education | 178 |

Contact: Teacher Education (737-1496) or Health and Physical Education (737-1468) or individual Arts and Sciences department for Arts & Sciences majors.

Engineering: Pre-Professional Program

Includes most of the courses required
of freshmen and sophomores at colleges of engineering

Core Curriculum

If you are planning to graduate within the University System of Georgia you should select courses within Areas I and III of the core curriculum (p. 105).

Pre-Engineering Courses

| | |
|--|----|
| Chemistry 121, 122 (General Chemistry I, II) | 10 |
| Computer Science 206 (Scientific Programming with FORTRAN) | 5 |
| Mathematics 115 (Precalculus Mathematics) | 5 |
| Mathematics 201, 202, 203, and 204 (Calculus and Analytic Geometry I, II, III, and IV) | 20 |
| Mathematics 302 (Differential Equations) | 5 |
| Physics 211, 212, 213 (Mechanics; Electricity and Magnetism; Heat, Sound, and Light) | 15 |

Electives

Consult with your advisor in selecting electives.

Contact: Department of Chemistry and Physics (737-1541)

English:

Minor in English

The department requires minors to complete five courses in the 300 and 400 series with a grade of C or better.

For all English courses in the 300 and 400 series, the prerequisites are as follows: English 101-102 (or English 111) and Humanities 221, 222, 323.

Contact: Department of Languages and Literature (737-1500)

English: Bachelor of Arts with a Major in English

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

Core Curriculum Area IV 30

Foreign Language through the 202 level (10 to 20 hours)

(Must not include hours taken to remedy C.P.C. deficiency)

Select 10-20 hours from the following:

Art 102, 103, 125, 131, 141, 142, 165, 181, 205, 223, 231, 241

Drama 250, 251 (Theatre Performance, Theatre Production)

English 211, 225 (Creative Writing, Intro. to Literary Studies)

History 115, 116; 211, 212 (Western Civilization; American)

Music 105; 111, 112, 211, 212; 125, 126, 127; (Music Literature; Music Theory; Elementary Ear Training and Sight Singing)

Music Appreciation 141-9

Philosophy 101 (Introduction to Philosophical Issues)

Psychology 101 (Principles of Psychology)

Communications/Speech 101 (Fundamentals of Speech)

Major Concentration (A grade of C or better is required in each major course.)

English 421 and/or 422 (American Literature) 5-10

Select at least three of the following courses: 15-20

English 461 (Anglo-Saxon and Middle English)

English 462 (English Literature from Renaissance to Restoration)

English 463 (English Literature from the Restoration to the Romantics)

English 464 (English Literature of the Victorian and Modern Periods)

English 455 (Shakespeare) 5

English 494 (Review for Exit Exam) 1

Additional courses 20

Select four courses in periods, genres, or single authors of English or American literature. You may use these courses to develop a concentration in such fields as English language or linguistics, drama, or--though to a more limited extent than with the emphasis in Writing--in creative or professional writing.

Minor in another subject 20-29

Graduation Requirements

Completion of at least 70 hours of course work at the 300- and 400-level.

Humanities 323 (The Modern World) 5

Communications/Speech 100, unless 101 is taken in the core curriculum 0-2

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Students majoring in English are required to take an exit examination.

Electives 0-19

Total Hours Required for the Degree 187

Contact: Department of Languages and Literature (737-1500)

English/Creative Writing:

Bachelor of Arts with a Major in English, Creative Writing Track

| | |
|--|--------------|
| Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) | 60 |
| Core Curriculum Area IV | 30 |
| Foreign Language through the 202 level (10 to 20 hours) (Must not include hours taken to remedy C.P.C. deficiency) | |
| Select 10-20 hours from the following: | |
| Art 102, 103, 125, 131, 141, 142, 165, 181, 205, 223, 231, 241 | |
| Drama 250, 251 (Theatre Performance, Theatre Production) | |
| English 211, 225 (Creative Writing, Intro. to Literary Studies) | |
| History 115, 116; 211, 212 (Western Civilization; American) | |
| Music 105; 111, 112, 211, 212; 125, 126, 127; (Music Literature; Theory; Elementary Ear Training and Sight Singing) | |
| Music Appreciation 141-9 | |
| Philosophy 101 (Introduction to Philosophical Issues) | |
| Psychology 101 (Principles of Psychology) | |
| Communications/Speech 101 (Fundamentals of Speech) | |
| Major Concentration (A grade of C or better is required in each major course.) | |
| Literature and Theory Courses | 15 |
| Select 3 English courses from those numbered between 420-470. | |
| Select one course from the Professional Writing Track: | 5 |
| English 306 (Technical Writing), 404 (Advanced Writing) | |
| Communications/Speech 307 (Organizational Communication) | |
| Communications/Broadcast-Film 320 (Scriptwriting for Broadcast & Film) | |
| Communications/Journalism 305 (News Writing), 310 (Feature Writing), 315 (Copy Editing and Layout) | |
| Communications/Public Relations-Advertising 470 (Advert. Copywriting) | |
| Select four of the following: | 20 |
| English 320 (Sandhills) | |
| English 372 (Writing Song Lyrics and Poems) | |
| English 374 (Short Fiction Workshop) | |
| English 472 (Poetry Workshop) | |
| English 474 (Fiction Workshop) | |
| English 477 (Dramatic Writing) | |
| English 478 and 479 (Major Project I and II) | |
| One additional upper-division English course | 5 |
| Minor in another subject | 20-29 |
| Graduation Requirements | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100, unless 101 is taken in the core curriculum | 0-2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |
| Students in this track are required to submit a portfolio in lieu of an exit examination. See the writing faculty for further information. | |
| Electives | 9-20 |
| Total Hours Required for the Degree | 187 |

Contact: Department of Languages and Literature (737-1500)

English/Professional Writing:

Bachelor of Arts, Major in English, Professional Writing Track

| | |
|--|-------|
| Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) | 60 |
| Core Curriculum Area IV | 30 |
| Foreign Language through the 202 level (10 to 20 hours) (Must not include hours taken to remedy C.P.C. deficiency) | |
| Select 10-20 hours from the following: | |
| Art 102, 103, 125, 131, 141, 142, 165, 181, 205, 223, 231, 241 | |
| Drama 250, 251 (Theatre Performance, Theatre Production) | |
| English 211, 225 (Creative Writing, Intro. to Literary Studies) | |
| History 115, 116; 211, 212 (Western Civilization; American) | |
| Music 105; 111, 112, 211, 212; 125, 126, 127; (Music Literature; Theory; Elementary Ear Training and Sight Singing) | |
| Music Appreciation 141-9 | |
| Philosophy 101 (Introduction to Philosophical Issues) | |
| Psychology 101 (Principles of Psychology) | |
| Communications/Speech 101 (Fundamentals of Speech) | |
| Major Concentration (A grade of C or better is required in each major course.) | |
| Literature and Theory Courses | 15 |
| Select three English courses numbered between 420-470 | |
| Select one course from the Creative Writing Track: | 5 |
| English 320 (Sandhills) | |
| English 372 (Writing Songs & Poems) | |
| English 374 (Short Fiction Workshop) | |
| English 472 (Poetry Workshop) or 474 (Fiction Workshop) | |
| English 477 (Dramatic Writing) | |
| English 478 and 479 (Major Project I and II) | |
| Select four of the following: | 20 |
| English 306 (Technical Writing) | |
| English 404 (Advanced Composition) | |
| Communications/Speech 307 (Organizational Communication) | |
| Communications/Broadcast-Film 320 (Scriptwriting for Broadcast and Film) | |
| Communications/Journalism 305 (News Writing) | |
| Communications/Journalism 310 (Feature Writing) | |
| Communications/Journalism 315 (Copy Editing and Layout) | |
| Communications/Public Relations-Advertising 470 (Advertising Copywriting) | |
| Select one additional upper-division English course | 5 |
| Minor in another subject | 20-29 |
| Graduation Requirements | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100, unless 101 is taken in the core curriculum | 0-2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |
| Students in this track are required to submit a portfolio in lieu of an exit examination. See the writing faculty for further information. | |
| Electives | 9-20 |
| Total Hours Required for the Degree | 187 |

Contact: Department of Languages and Literature (737-1500)

English—Secondary School Teaching (B.A. Program):

Bachelor of Arts with a Major in English and Minor in Education

(For the Masters level program see "Secondary Education: English")

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

Core Curriculum Area IV 30

Foreign Language through the 202 level (10 to 20 hours)

(Must not include hours taken to remedy C.P.C. deficiency)

Education 205, Philosophical and Historical Foundations (5 hours)

Education 206, Growth and Development (5 hours)

Select 0-10 hours from the following:

Art 102, 103, 125, 131, 141, 142, 165, 181, 205, 223, 231, 241

Drama 250, 251 (Theatre Performance, Theatre Production)

English 211, 225 (Creative Writing, Intro. to Literary Studies)

History 115, 116; 211, 212 (Western Civilization; American)

Music 105; 111, 112, 211, 212; 125, 126, 127; (Music Literature; Theory; Elementary Ear Training and Sight Singing)

Music Appreciation 141-9

Philosophy 101 (Introduction to Philosophical Issues)

Psychology 101 (Principles of Psychology)

Communications/Speech 101 (Fundamentals of Speech)

Major Concentration (A grade of C or better is required in all major courses.)

English 421 or 422 (American Literature) 5

Select two of the following courses: 10

English 461 (Anglo-Saxon and Middle English)

English 462 (English Literature from Renaissance to Restoration)

English 463 (English Literature from the Restoration to the Romantics)

English 464 (English Literature of the Victorian and Modern Periods)

Select one of the following English or American survey courses: 5

English 421, 422, 461, 462, 463, 464

English 404 (Advanced Writing) 5

English 475 (Teaching High School English) 5

English 455 (Shakespeare) 5

English 485 (History and Structure of the English Language) 5

English 494 (Review for Exit Exam) 1

Two additional upper-level English courses 10

Professional Education Sequence

Education 337 (High School Curriculum) 5

Education 436 (Secondary Student Teaching) 15

Education 440 (Education of Exceptional Children) 5

Education 458 (Seminar in Secondary Education) 5

Education 475 (Reading in the Content Area) 5

Graduation Requirements

Humanities 323 (The Modern World) 5

Communications/Speech 100, unless 101 is taken in the core curriculum 0-2

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Students majoring in English are required to take an exit examination.

Total Hours Required for the Degree 188-190

Contact: Department of Languages and Literature (737-1500)

Forestry:**Pre-Professional Program in Forestry****Contact: Pre-Forestry Advisor, Department of Biology (737-1539)****French:****Bachelor of Arts with a Major in French**

Core Curriculum Areas I, II, and III for the B.A. Degree (See p.) 60

Core Curriculum Area IV 30

French through the 202 level (10-20 hours)

(Must not include hours taken to remedy C.P.C. deficiency.)

Communications/Speech 101 (5 hours)

Select 5-15 hours from the following courses:

German, Spanish, Latin 111, 112, 201, 202

Anthropology 201 (Cultural Anthropology)

Communications 200 (Introduction to Communications)

Communications/Drama 250 (Theatre Performance)

Communications/Drama 251 (Theatre Production)

Economics 205 (Basic Economics)

History 115, 116 (Western Civilization I, II)

Music 105, 225 (Music Literature, Music Appreciation)

Philosophy 101 (Introduction to Philosophical Issues)

Sociology 101 (Introduction to Sociology)

Major Concentration (A grade of C or better is required in all major courses.)

French 311, Conversational French (variable credit) V

French 325 (French Phonetics) 5

French 320 (Survey of French Prose) 5

French 330 (Survey of French Poetry) 5

Select 25 hours of French courses at the 300 or 400 level. 25

Minor in another subject 20-29**Graduation Requirements**

Humanities 323 (The Modern World) 5

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Electives 0-24*Total Hours Required for the Degree* 187**Contact: Department of Languages and Literature (737-1500)**

French—P-12 Teaching:

Bachelor of Arts with a Major in French and Minor in Education

Completion of this program qualifies one to teach in preschool through 12th grade.

| | |
|---|-----|
| <i>Core Curriculum Areas I, II, and III for the B.A. Degree</i> (See p. 101) | 60 |
| <i>Core Curriculum Area IV</i> | 30 |
| French through the 202 level (10-20 hours) (Must not include hours taken to remedy C.P.C. deficiency.) | |
| Education 205, Philosophical and Historical Foundations (5 hours) | |
| Education 206, Growth and Development (5 hours) | |
| Select 0-10 hours from the following courses: | |
| German, Spanish, Latin 111, 112, 201, 202 | |
| Anthropology 201 (Cultural Anthropology) | |
| Communications 200 (Introduction to Communications) | |
| Communications/Drama 250 (Theatre Performance) | |
| Communications/Drama 251 (Theatre Production) | |
| Economics 205 (Basic Economics) | |
| History 115, 116 (Western Civilization I, II) | |
| Music 105, 225 (Music Literature, Music Appreciation) | |
| Philosophy 101 (Introduction to Philosophical Issues) | |
| Psychology 101 (Principles of Psychology) | |
| Sociology 101 (Introduction to Sociology) | |
| <i>Major Concentration</i> (A grade of C or better is required in all major courses.) | |
| French 311, Conversational French (variable credit) | V |
| French 312 (French Composition) | 5 |
| French 316 (French Culture) | 5 |
| French 325 (French Phonetics) | 5 |
| Select one of the following courses: | 5 |
| French 320 (Survey of French Prose) | |
| French 330 (Survey of French Poetry) | |
| French 461, 462 | 10 |
| (Methods and Materials for Teaching Foreign Language in Elementary School, Secondary School) | |
| Select 15 hours of French courses at the 300 or 400 level. | 15 |
| <i>Professional Education Sequence</i> | |
| Education 335 (Elementary School Curriculum) | 5 |
| Education 434 (Secondary Student Teaching) | 15 |
| Education 440 (Education of Exceptional Children) | 5 |
| Education 475 (Reading in the Content Areas) | 5 |
| Education 493 (Seminar in Education, K-12) | 5 |
| <i>Graduation Requirements</i> | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 | 2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |
| <i>Electives</i> | 0-2 |
| <i>Total Hours Required for the Degree</i> | 187 |

Contact: Department of Languages and Literature (737-1500)

French:

Minor in French

Prerequisites

French 202 is prerequisite for all 300/400 level French courses except 461, 462, and 490.

Upper Division Courses (A "C" or better is required in all these courses.) 20

Students wishing to minor in French are required to complete with a grade of C or better a minimum of 20 quarter hours of work at the 300 or 400 level.

Contact: Department of Languages and Literature (737-1500)

General Studies:

Minor in General Studies

The General Studies Minor consists of 25-29 hours of course work at the 300 and 400 level in a variety of disciplines, 15 hours of which must be taken at Augusta College. A grade of C or better is required in all courses in the minor. Courses may not be chosen from the student's major field, and they may not be used to satisfy the Core Curriculum or physical education requirements. Your advisor will approve the minor courses and sign the graduation form on which they are listed.

The General Studies Minor is designed to offer a broader education. It is assumed that a student choosing this minor will benefit more from courses from a variety of disciplines than from several courses from a single discipline. The minor is to be planned around a theme appropriate to your educational goals; it is not designed to serve as a spot for placing courses which have been completed but which do not meet another requirement.

Contact: Your Major Advisor or the START-UP Center (737-1407)

German:

Minor in German

Prerequisites

German 202 is prerequisite for all 300/400 level German courses.

Requirements

Students wishing to minor in German are required to complete twenty hours of work at the 300 and 400 level. Note that German 202 is a prerequisite for German 311. A grade of C or better is required in all courses in the minor.

Contact: Department of Languages and Literature (737-1500)

Gerontology:

Minor in Gerontology

A minor in gerontology provides an interdisciplinary approach to the study of the aging process. It provides a well-balanced background for those who plan careers in this area.

Prerequisites

Sociology 101 is a prerequisite for the Sociology courses in this program.

Psychology 101 is a prerequisite for Psychology 313.

Courses in the Minor (A grade of C or better is required in all minor courses.)

| | |
|------------------------------------|---|
| Sociology 320 (Sociology of Aging) | 5 |
|------------------------------------|---|

| | |
|--|---|
| Psychology 313 (Psychology of Adult Development and Aging) | 5 |
|--|---|

| | |
|-----------------------------|---|
| Sociology 421 (Gerontology) | 5 |
|-----------------------------|---|

| | |
|---|----|
| Two other approved courses at the 300 and 400 level | 10 |
|---|----|

| | |
|---|----|
| <i>Total Upper-Division Hours for the Gerontology Minor</i> | 25 |
|---|----|

Contact: Department of Sociology (737-1735)

Gifted Education:

Endorsement in Gifted Education

Certification as teacher of gifted children requires 15 quarter hours of graduate work. Students take Education 604 (Tests and Measurements), Education 660 (Characteristics of the Gifted), and Education 661 (Methods and Materials for Teaching the Gifted).

Contact: Department of Teacher Education (737-1496)

Health and Physical Education:

Minor in Health and Physical Education

A minor in Health and Physical Education will consist of completion of a minimum of 25 credit hours of upper division courses in Health and Physical Education. Various minors are offered. The chairman of the Department of Physical Education must approve the selection of these courses.

Contact: Department of Physical Education (737-1468)

Health and Physical Education:

Bachelor of Science in Education with a Major in Health and Physical Education

This program leads to a professional certificate to teach at all levels P-12 (pre-school through 12th grade).

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) **60**
(Psychology 101, in Area III, is a prerequisite for Education courses.)

Core Curriculum Area IV

| | |
|--|----|
| Biology 111, 112 (Human Anatomy and Physiology I, II) | 10 |
| Communications/Speech 101 | 5 |
| Education 203 (Human Development in the Educative Process) | 5 |
| Education 205 (Philosophical and Historical Foundations) | 5 |
| Select one elective from core areas I-III | 5 |

Major Concentration (A grade of C or better is required in all major courses.)

| | |
|--|---|
| Health Education 300 (First Aid and Athletic Injuries) | 5 |
| Health Education 325 (Advanced Health Concepts) | 5 |
| Health Education 385 (Community Health) | 5 |
| Health Education 400 (Drug Education) | 5 |
| Health Education 450 (School Health Methods and Materials) | 5 |
| Professional Courses in Physical Education: | |
| HPE 330 (History and Principles of Physical Education) | 3 |
| HPE 340 (Introduction to Computers in Physical Education) | 5 |
| HPE 350 (Health and Physical Education in Early Childhood) | 5 |
| HPE 351 (Health and Physical Education in the Middle Grades) | 5 |
| HPE 365 (Individual and Dual Activities) | 5 |
| HPE 366 (Methods of Teaching Team Activities) | 5 |
| HPE 383 (Measurement and Evaluation in Physical Education) | 3 |
| HPE 400 (Curriculum Development in Physical Education) | 3 |
| HPE 435 (Dance, Gymnastics, and Outdoor Activities) | 5 |
| HPE 480 (Kinesiology) | 5 |
| HPE 488 (Adapted Physical Education) | 5 |
| HPE 492 (Exercise Physiology) | 5 |

Professional Education Sequence (A "C" or better is required in all these courses.)

| | |
|---|----|
| Education 304 (Educational Psychology) | 5 |
| Education 335 (Elementary School Curriculum) | 5 |
| Education 434 (Student Teaching K-12) | 15 |
| Education 493 (Seminar in Education K-12) | 5 |
| Education 440 (Education of Exceptional Children) | 5 |

Graduation Requirements

| | |
|---|---|
| Humanities 323 (The Modern World) | 5 |
| Physical Education basic courses (Must include Physical Education 191 and one aquatics course) | 7 |

Total Hours Required for the Degree **216**

Contact: Department of Health and Physical Education (737-1468)

Health and Physical Education:

Master of Education, Major in Health and Physical Education

The Master of Education program is designed for the teacher who wishes to become a master teacher with the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performances. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Admission requirements are set forth on the first page of the "How to Enroll at Augusta College" section of this catalog.

Courses must be selected in consultation with an advisor in the Department of Health and Physical Education. An overall GPA of not less than 3.0 is required on all graduate work attempted at Augusta College. All course work must be completed within seven years of the first enrollment that is applicable to the degree program.

Requirements for Admission to Candidacy

1. Certification by the Dean of the School of Education of the student's eligibility for the Georgia T-4 Certificate. Students not seeking certification must file a statement of intent with the application for admission to candidacy.
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his or her choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.

Course Requirements

| | |
|--|----|
| Education 614 (Advanced Educational Psychology) | 5 |
| Education 635 (Principles of Curriculum Development) | 5 |
| Research: HPE 799 (Applied Project); Education 658 (Techniques of Research) or 700 (Methods of Educational Research) | 10 |
| Select 25 hours (10 must be in Health Education): | 25 |
| Health Education 525 (Consumer Health) | |
| Health Education 650 (Seminar in Alcohol and Drug Education) | |
| Health Education 675 (Seminar in Contemporary Health Problems) | |
| Health Education 694 (Instructional Strategies: Select Field) | |
| Health Education 735 (Practicum in Health) | |
| HPE 630 (Issues in Physical Education and Athletics) | |
| HPE 644 (Organization and Administration in Physical Education and Athletics) | |
| HPE 649 (Legal Aspects of Physical Education and Athletics) | |
| HPE 653 (Physical Education in the Schools) | |
| HPE 670 (Biomechanics) | |
| HPE 792 (Advanced Exercise Physiology) | |
| HPE 694 (Instructional Strategies: Select Field), 695 (Selected Topics) | |
| Select 15 hours of electives in the major field or another department. | 15 |

Total Hours for the Degree (At least 45 must be taken at Augusta College.) 60

Contact: Department of Health and Physical Education (737-1468)

History: Bachelor of Arts with a Major in History

The student contemplating study beyond the baccalaureate level is encouraged to take one and, if possible, two languages through the intermediate level.

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

Core Curriculum Area IV 30

Foreign Language: 5-10 hours

Select 15 hours from the following courses (C or better required):

History 115, 116 (Western Civilization I, II)

History 211, 212 (American History I, II)

Select 5-10 hours from the following courses:

Anthropology 101 (Introductory Anthropology)

Economics 205 (Basic Economics)

Geography 101 (Physical Geography)

Psychology 101 (Principles of Psychology)

Political Science 201 (American Government)

Political Science 202 (Introduction to Political Methodology)

Sociology 101 (Introduction to Sociology)

Mathematics 221 (Elementary Statistics)

Computer Science 205 (Introduction to Computers and Programming)

Lower-Division Courses Required If Not Taken in Area IV 5

History 115, 116 (C or better required)

History 211, 212 (C or better required)

Major Concentration (A grade of C or better is required in all major courses.)

History 499 (Historical Research and Writing) 5

Select forty hours from the offerings on the 300 and 400 levels 40

(Concentration of more than three courses in any field of history in the upper division level is discouraged. Graduating majors must submit at least four term papers for an exit interview and take the Major Field Achievement test in history.)

Minor in another subject 20-29

Graduation Requirements

Humanities 323 (The Modern World) 5

Communications/Speech 100 2

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Electives 4-13

Total Hours Required for the Degree 187

Contact: Department of History and Anthropology (737-1709)

History—Secondary School Teaching:

Bachelor of Arts with a Major in History and Minor in Education

Students who wish to supplement this program with courses leading to Georgia Department of Education broad-field certification in social sciences should see "Social Sciences Certification" in the "Academic Regulations and Information" section of this catalog.

| | |
|--|-----|
| <i>Core Curriculum Areas I, II, and III for the B.A. Degree</i> (See p. 101) | 60 |
| (Psychology 101, in Area III, is a prerequisite for Education courses.) | |
| <i>Core Curriculum Area IV</i> | |
| Education 205, Philosophical and Historical Foundations (5 hours) | 5 |
| Education 206, Growth and Development (5 hours) | 5 |
| Select 15 hours from the following courses: | 15 |
| History 115, 116 (Western Civilization I, II) | |
| History 211, 212 (American History I, II) | |
| Select 5 hours from the following courses: | 5 |
| Anthropology 101 (Introductory Anthropology) | |
| Economics 205 (Basic Economics) | |
| Geography 101 (Physical Geography) | |
| Political Science 201 (American Government) | |
| Political Science 202 (Introduction to Political Methodology) | |
| Sociology 101 (Introduction to Sociology) | |
| Mathematics 221 (Elementary Statistics) | |
| Computer Science 205 (Introduction to Computers and Programming) | |
| <i>Lower-Division Courses Required If Not Taken in Area IV</i> | 5 |
| History 115, 116 | |
| History 211, 212 | |
| <i>Major Concentration</i> (A grade of C or better is required in all major courses.) | |
| History 479 (Georgia History) | 5 |
| History 499 (Historical Research and Writing) | 5 |
| Select 35 hours from the offerings on the 300 and 400 levels | 35 |
| (No more than two courses should be taken in any one field. | |
| Graduating majors must submit at least four term papers for an exit interview and take the Major Field Achievement test in history.) | |
| <i>Professional Education Sequence</i> | |
| Education 337 (High School Curriculum) | 5 |
| Education 354 (Teaching Social Studies) | 5 |
| Education 436 (Secondary Student Teaching) | 15 |
| Education 440 (Education of Exceptional Children) | 5 |
| Education 458 (Seminar in Secondary Education) | 5 |
| <i>Graduation Requirements</i> | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 | 2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |
| <i>Total Hours Required for the Degree</i> | 189 |

Contact: Department of History and Anthropology (737-1709)

History:

Minor in History

See below for the special history minor devoted to students majoring in Elementary Education.

Prerequisites

Select ten hours from the following courses (C or better required): 10
History 115 or 116 (Western Civilization I, II)
History 211 or 212 (American History I, II)

Upper-Division Courses (A grade of C or better is required in all these courses.)

Select 25 hours from 300- and 400-level offerings. Concentration of more than two courses in any field of history on the 300-400 levels is discouraged.

Total Upper-Division Hours for the Standard History Minor 25

Contact: Department of History and Anthropology (737-1709)



Humanities:

Minor in Humanities

The Humanities minor is designed for students who wish to study art, literature, music, and related fields beyond the three required humanities courses. It allows them to explore arts and culture from an interdisciplinary perspective. If you plan to minor in Humanities you should complete an application for the minor during the quarter in which you are enrolled in Humanities 323. The form is available in the Department of Languages and Literature. You will then select your courses in consultation with a Humanities advisor.

Prerequisites

| | |
|---|---|
| Humanities 221 (Greece and Rome) | 5 |
| Humanities 222 (The Middle Ages to the Age of Reason) | 5 |
| Humanities 323 (The Modern Age) | 5 |

Upper-Division Courses

25

A grade of C or better is required in all these courses. You may count up to 15 hours of appropriate study abroad (courses numbered 300 and above).

Humanities 495, Selected Topics (5 hours)

Select at least 5 hours each from any two of the following disciplines:

Art: Art 311, 312, 313 (History of Art I, II, III); 411 (Art History: American), 413 (Art History: Eastern); 490 (Cullum Lecture Series).

Music: Students with sufficient background in music may, after consultation with the music faculty, select from Music 321, 322, 323 (Music History and Literature); 481, 482, 483, 484, 485 (Chamber Music Literature, Operatic Literature, Symphonic Literature, Organ Literature, Piano Literature); 490 (Cullum Lecture Series).

Literature: Communications/Drama 301 (Literature in Performance), Communications/Broadcast-Film 325 and 330 (Film Appreciation, Introduction to Film History), upper-division literature courses in a foreign language or in English excluding English 402.

Select 0-10 hours in the following courses:

Anthropology 305 (Religion, Culture, and Society)

Philosophy 490, 495, 499 (Cullum, Selected Topics, Undergraduate Research)

Political Science 310 (Ancient and Medieval Political Thought), 311 (Modern and Contemporary Political Thought)

History 311, 312 (England); 321 (Renaissance and Reformation); 325 (Age of Reason and Enlightenment); 331 (French Revolution and Napoleon); 335 (Nineteenth Century Europe); 337 (Twentieth Century Europe); 372 (Social and Intellectual History Since 1870); 375, 376 (Afro-American History); 381, 382 (Latin America); 391, 392 (East Asia); 400 (Ancient Greece); 417, 418 (Russia); 471, 473, 475, 476, 477 (U.S.); 481 (Mexico), 490 (Cullum), 495 (Selected Topics)

Psychology 405 (History and Systems of Psychology)

Total Upper-Division Hours for the Humanities Minor

25

Contact: Humanities Co-ordinator, Department of Fine Arts (737-1453)

Instructional Supervision:

Supplemental Certification in Instructional Supervision

Certification in Instructional Supervision requires 15 quarter hours of graduate work. Students take Education 714 (Supervision of Instruction), Education 715 (Practicum in Supervision), and Education 716 (Supervision of Educational Personnel).

International Studies:

Minor in International Studies

Upper Division Courses

International Studies 301 (International Studies)

5

Select 20 hours from the following courses:

20

Political Science: Select 5-10 hours from Political Science 301 (Comparative European Governments), 302 (Governments and Politics of Post-Communist Russia), 451 (International Law and Organizations), 420 (Political Science Methods), 431 (Governments of the Developing Nations), 495 (Selected Topics, as approved by the department). Political Science 450 (World Politics) is recommended.

History: Select 5-10 hours from History 325 (Age of Reason); 335 (Nineteenth Century Europe); 337 (Twentieth Century Europe); 448 (West Africa); 391, 392 (East Asia); 417, 418 (Russia); 495 (Selected Topics, as approved by the department).

Other International Areas: Select 5-10 hours from International Business; 300- and 400-level language courses; Anthropology 305 (Religion, Culture, and Society), 307 (Sex, Gender, and Culture), 416 (World Ethnology); comparative literature; Methodology; Regents' Global Center Study Abroad (SAB) courses; Cullum Lecture Series, as approved by the department.

Total Upper-Division Hours for the International Studies Minor

25

Contact: Department of Political Science (737-1710)

Law:

Pre-Professional Program in Law

The Political Science faculty will advise students interested in studying law and will provide information on pre-law training, law school admission policies, examinations, and other pertinent information. The faculty may also recommend an advisor in another subject-matter area, such as history or business administration, in which you have chosen to major in pursuing your pre-law program.

Contact: Department of Political Science (737-1710)

Mathematics:

Bachelor of Science with a Major in Mathematics

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60
(In choosing the laboratory science for Area II, note that before graduation Mathematics majors must have taken either Chemistry 121 and 122, Physics 211 and 212, or Biology 101 and 102.)

Lower-Division Course Required If Not Taken in Area II
Mathematics 201 (Calculus and Analytical Geometry I) 0-5

Core Curriculum Area IV
Mathematics 202, 203, 204 (Calculus and Analytical Geometry II, III, IV) 15
Computer Science 211 (Principles of Computer Programming) 5
Select two of the following courses: 10

French 111, 112 (Elementary); 201 (Intermediate I)

German 111, 112 (Elementary); 201 (Intermediate I)

Chemistry 121, 122 (General Chemistry), 123 (Introductory Analytical Chemistry)

Physics 211 (Mechanics), 212 (Electricity and Magnetism), 213 (Heat, Sound, and Light)

Biology 101, 102 (Biology I, II)

Computer Science 212 (Principles of Computer Programming II), 215 (File Processing)

Major Concentration (A grade of C or better is required in all major courses.)

Mathematics 302 (Differential Equations) 5

Mathematics 303, Symbolic Logic and Set Theory
(Unless taken as part of your minor) 0-5

Mathematics 321, 322 (Modern Abstract Algebra I, II) 10

Select 20 hours of approved courses from the following: 20

Mathematics 325, 326 (Probability and Statistics I, II)

Mathematics 331 (Theory of Numbers)

Mathematics 381 (Linear Algebra)

Mathematics 401, 402 (Mathematical Analysis I, II)

Mathematics 431 (Modern Geometry)

Mathematics 435 (Numerical Analysis)

Mathematics 441 (History of Mathematics)

Mathematics 451 (Complex Variables)

Mathematics 481 (General Topology)

Mathematics 490 (Cullum Lecture Series)

Mathematics 495 (Selected Topics)

Mathematics 496 (Undergraduate Internship)

Mathematics 499 (Undergraduate Research)

Minor in another subject 20-29

Electives (Include 0-10 hours at the 300/400 level to satisfy the 70-hour rule) 9-28

Graduation Requirements

Humanities 323 (The Modern World) 5

Communications/Speech 100 2

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Total Hours Required for the Degree 187

Contact: Department of Mathematics and Computer Science (737-1672)

Mathematics—Secondary School Teaching:

Bachelor of Science with a Major in Mathematics and Minor in Education

| | |
|---|-----|
| <i>Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101)</i> | 60 |
| (In choosing the laboratory science for Area II, note that before graduation Mathematics majors must have taken either Chemistry 121 and 122, Physics 211 and 212, or Biology 101 and 102.) | |
| <i>Lower-Division Courses Required If Not Taken in Area II</i> | |
| Mathematics 201 (Calculus and Analytical Geometry I) | 0-5 |
| <i>Core Curriculum Area IV</i> | |
| Mathematics 202, 203, 204 (Calculus and Analytical Geometry II, III, IV) | 15 |
| Computer Science 211 (Principles of Computer Programming) | 5 |
| Education 205 (Philosophical and Historical Foundations) | 5 |
| Education 206 (Growth and Development) | 5 |
| <i>Major Concentration (A grade of C or better is required in all major courses.)</i> | |
| Mathematics 302 (Differential Equations) | 5 |
| Mathematics 303 (Symbolic Logic and Set Theory) | 5 |
| Mathematics 321, 322 (Modern Abstract Algebra I, II) | 10 |
| Mathematics 325 (Probability and Statistics) | 5 |
| Mathematics 381 (Linear Algebra) | 5 |
| Mathematics 431 (Modern Geometry) | 5 |
| Mathematics 456 (Methods of Teaching Secondary Mathematics) | 5 |
| Select 5 approved hours of upper division mathematics courses | 5 |
| <i>Professional Education Sequence</i> | |
| Education 337 (High School Curriculum) | 5 |
| Education 355 (Teaching Mathematics) | 5 |
| Education 436 (Secondary Student Teaching) | 15 |
| Education 440 (Education of Exceptional Children) | 5 |
| Education 458 (Seminar in Secondary Education) | 5 |
| <i>Graduation Requirements</i> | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 | 2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |
| <i>Electives</i> | 0-3 |
| <i>Total Hours Required for the Degree</i> | 187 |

Contact: Department of Mathematics and Computer Science (737-1672)

Mathematics:

Minor in Mathematics

A grade of C or better is required in all these courses.

Prerequisites

Mathematics 201, 202 (Calculus and Analytical Geometry I, II) 10

Upper-Division Courses

Select 20 hours of upper division mathematics courses, but not Mathematics 425 or 426. 20

All courses should be arranged in consultation with the major department and the chairman of the Department of Mathematics and Computer Science.

Total Upper-Division Hours for the Mathematics Minor 20-25

Contact: *Department of Mathematics and Computer Science (737-1672)*

Medical College of Georgia

Cooperative Programs in Allied Health Sciences:

MCG Bachelor of Science and Associate of Science Degree Programs including course work at Augusta College

The Medical College of Georgia School of Allied Health Sciences offers several associate degrees in which students take some of the liberal arts courses at Augusta College as MCG students. These may include Dental Hygiene, Nuclear Medicine Technology, Radiation Therapy, and Radiography. The Medical College of Georgia also offers other associate degrees and bachelors degrees which require that certain pre-requisite courses be taken prior to enrollment at MCG. These courses are offered at Augusta College and are transferable to MCG upon acceptance to the MCG program. Allied Health programs offered at MCG which require courses in transfer include:

Bachelor of Science Programs

| | |
|-------------------------------|----------------------|
| Dental Hygiene | Occupational Therapy |
| Diagnostic Medical Sonography | Physical Therapy |
| Health Information Management | Physician Assistant |
| Medical Technology | Respiratory Therapy |
| Nuclear Medicine Technology | |

Associate of Science Programs

Health Information Technology
Occupational Therapy Assistant
Physical Therapist Assistant

Applications and a listing of the courses required are available from MCG.

Contact:

**Office of Undergraduate Admissions, Medical College of Georgia (721-2725)
or Department of Biology, Augusta College (737-1539)**

Medical School Pre-Professional Program

**Pre-Medical Studies under
the direction of the Department of Biology**

If you are interested in medical school you should tell your advisor early in your career at Augusta College. Medical schools normally require a minimum of one academic year (3 quarters) of inorganic chemistry, organic chemistry, biology (with laboratory), and physics. General liberal arts courses are also required. Students planning to enter medical school normally complete four full academic years at Augusta College.

Because of Augusta College's close proximity and working relationship with the Medical College of Georgia, students can obtain advice on admission requirements, curricula, financial aid, and other matters pertaining to programs offered by the Medical College of Georgia.

Contact: Pre-Medical Advisor, Department of Biology (737-1539)

Medical Technology

For information on the B.Sc. in Medical Technology contact the Department of Biology, 737-1539.



Middle Grades Education: B.A.

Bachelor of Arts with a Major in Elementary Education Middle Grades Option

Completion of this program is the basis for receiving a Georgia certificate to teach in grades 4-8. The major includes a primary concentration in Language Arts and a secondary concentration in Science, Social Studies, Mathematics, Health and Physical Education, Art, or Music. The program also includes a minor in General Studies.

| | |
|--|-----|
| Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) (Psychology 101 is required in Area III.) | 60 |
| Core Curriculum Area IV | 30 |
| Education 202 (Foundations of Education) with a "C" or better | |
| Education 203 (Human Development in the Educative Process) | |
| Communications/Speech 101 (Fundamentals of Speech) | |
| Foreign Languages 111, 112, 201, 202: A 10-hour sequence is required if 2 high-school units in a given foreign language have not been earned. | |
| Select one or three courses from Core areas I-III. | |
| Major Concentration (A "C" or better is required in all major courses.) | 50 |
| Education 352 (Teaching Language Arts): MG | |
| Education 353 (Teaching Science): MG | |
| Education 354 (Teaching Social Studies): MG | |
| Education 355 (Teaching Mathematics): MG | |
| Education 471 (The Teaching of Reading) | |
| Education 472 (Diagnostic-Prescriptive Reading Instruction) | |
| Mathematics 425 (Fundamental Ideas of Arithmetic for Elementary Teachers) | |
| English 402 (Literature for Pre-Adolescents and Adolescents) or English 401 (Children's Literature) | |
| Select two of the following courses: | |
| Art 351 (Art Education, K-8; Teaching) | |
| Music 351 (Kindergarten and Elementary Public School Music) | |
| Health and Physical Education 351 (Health and Physical Education in the Middle Grades) | |
| Professional Education Courses ("C" or better is required in all these courses.) | 40 |
| Education 304 (Educational Psychology) | |
| Education 335 (Elementary School Curriculum) | |
| Education 406 (Middle Grades Methods and Theories) | |
| Education 440 (Education of Exceptional Children) | |
| Education 435 (Student Teaching: Middle Grades) | |
| Education 492 (Seminar in Education: Middle Grades) | |
| Concentration in Content Area ("C" or better is required in all these courses.) | 15 |
| To fulfill Department of Education requirements, consult with your advisor to select three additional content courses in one of these areas: Mathematics, Social Science, Science, Health and Physical Education, or Music and Art. One of the courses must be at the 300- or 400-level. | |
| Graduation Requirements | |
| Humanities 323 (The Modern World) | 5 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |
| Total Hours Required for the Degree | 207 |

Contact: Department of Teacher Education (737-1496)

Middle Grades Education: M.Ed.

Master of Education with a Major in Elementary Education

The Master of Education program is designed for the teacher who wishes to become a master teacher with the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performances. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Admission requirements are set forth on the first page of the "How to Enroll at Augusta College" section of this catalog.

Courses must be selected in consultation with a School of Education advisor. An overall GPA of not less than 3.0 is required on all graduate work attempted at Augusta College. All course work must be completed within seven years of the first enrollment that is applicable to the degree program.

Requirements for Admission to Candidacy

1. Certification by the Dean of the School of Education of student's eligibility for the Georgia NT-4 Certificate. Students not seeking certification must file a statement of intent with the application for admission to candidacy.
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his or her choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.

Course Requirements

| | |
|---|-----|
| Education 606 (The Middle School) | 5 |
| Education 614 (Advanced Educational Psychology) | 5 |
| Education 635 (Principles of Curriculum Development) | 5 |
| Education 640, Education of Exceptional Children (unless a similar course was completed at the undergraduate level) | 0-5 |
| Education 658 (Research Techniques) or 700 (Educational Research Methods) | 5 |
| Education 799 (Applied Project in Education) | 5 |
| Areas of Concentration: | 35 |

After special planning with the advisor, select two areas of concentration in Middle Grades Education from the following areas: Language Arts, Mathematics, Science, Social Studies. Two courses in each of two areas shall be chosen in consultation with the advisor. Two graduate courses in the academic disciplines shall be chosen in consultation with the advisor (the courses may support either or both areas). One education elective may be chosen in consultation with the advisor.

Total Hours for the Degree

(At least 45 of these hours must be taken at Augusta College.)

60

Contact: Department of Teacher Education (737-1496)

Military Science:

Military Science Curriculum

This curriculum ultimately qualifies the college graduate for a commission as an officer in the U.S. Army, Army Reserve, or Army National Guard.

Basic Course (First Two Years, MS I and MS II)

| | |
|--|---|
| Military Science 101 (Introduction to Army ROTC) | 2 |
| Military Science 102 (First Aid for Soldiers) | 2 |
| Military Science 203 (Orienteering) | 2 |
| Select 6 hours of the following courses: | 6 |
| Military Science 110 (Special Weapons and Tactics [SWAT]) | |
| Military Science 201 (Survival) | |
| Military Science 202 (The Small Unit Leader) | |
| Military Science 206 (Military Leadership and Management) | |
| Military Science 210 (Advanced Special Weapons and Tactics [SWAT]) | |

Basic Camp: A student who did not participate in the basic program who has at least two years remaining before graduation may qualify for the advanced program through a six-week summer camp given at Fort Knox, Kentucky each year. This program enables the student to determine if he or she desires a career in the military and qualifies the student for the advanced course if he or she chooses. No obligation is incurred by attending Basic Camp.

Compression: While the normal sequence of course work requires two full academic years, it is possible to compress the course work into less than two years by taking two Military Science courses during the same quarter. Compression is not recommended or desired, but will be considered on an individual basis by the Department Chairman.

Exemption: Exemption credit for all or part of the basic course may be granted upon presentation of evidence that the student has had equivalent training. Examples or such training are active military service, Senior Division Navy or Air Force ROTC credit, or 3 years Junior ROTC credit. In every case, exemption credit must be approved by the department chairman. No academic credit is given for courses exempted under this program.

Eligibility Requirements for Advanced Course: GPA of 2.00 or higher; completion, or credit for completion, of the basic course; meeting Army physical requirements; permission of the Department Chairman.

Advanced Course, Junior Year (MS III)

| | |
|--|---|
| Military Science 301 (Advanced Orienteering and Communications) | 3 |
| Military Science 302 (Tactical Military Leadership and Management) | 3 |
| Military Science 303 (Tactical Military Leadership II) | 3 |
| Military Science 304 (Undergraduate Internship) | 5 |

This is a six-week summer camp at Fort Riley, Kansas. Advanced course cadets do not have to register but they must attend and successfully complete this internship (advanced camp).

Advanced Course, Senior Year (MS IV)

| | |
|---|---|
| Military Science 401 (Command Military Leadership and Management) | 3 |
| Military Science 402 (Staff Military Leadership and Management) | 3 |
| Military Science 403 (Methods of Instruction) | 3 |
| Military Science 495 (Selected Topics) | 3 |

Contact: Department of Military Science (737-1643)

Military Science:

Professional Military Education Requirements

The principal element of the Professional Military Education (PME) requirement is the bachelor's degree. As an integral part of that undergraduate education, prospective officers are required to take at least one course in each of the fields of study listed below. The courses listed under each field are approved and will satisfy the course requirement for their respective areas. Courses in Written Communication Skills and Human Behavior must be completed prior to commissioning. Course work in the other three areas may be deferred with the approval of the Professor of Military Science. All officers, however, must have completed any deferred course work by the end of their tenth year of commissioned service in order to be eligible for further promotion.

Human Behavior

- Psychology 101, 195, 245 (Principles of Psychology, Honors Seminars in Psychology, Personal Adjustment)
- Psychology 311, 337 (Child Psychology, Abnormal Psychology)
- Psychology 443, 445, 462, 473, 485 (Industrial and Organizational Psychology, Clinical Psychology, Principles and Theories of Learning, Social Psychology, Comparative Psychology)
- Business 606 (Organization Behavior)
- Education 302 (Human Development in the Educational Process)

Written Communication Skills

- English 052 (Expository Writing)
- English 101, 102, 111 (College Composition I, II, Honors Freshman English)
- English 271, 311 (Report Writing, Creative Writing)
- English 404 (Advanced Composition)

Military History

- History 357 (Military History of the Western World)
- History 457 (Military History of the U.S.)

National Security Policy

- History 495 (Selected Topics--National Security)
- Political Science 350, 450, 451 (Comparative European Governments, World Politics, International Law and Organization)

Management

- Management 363 (Administrative Theory and Practice)
- Management 434, 461, 463 (Human Resources Management, Organizational Behavior, Organizational Theory and Management)
- Management Science 322, 424 (Operations and Production Management)

Math Reasoning

- Mathematics 107 (College Algebra) or course equivalent

Computer Literacy

- Computer Science 205 (Introduction to Computers and Programming)
- Computer Science 211 (Principles of Computer Programming) or course equivalent

Contact: Department of Military Science (737-1643)

Military Science:

Minor in Military Science

The Military Science minor is primarily designed for the student planning a career in the U.S. Army as a commissioned officer. Courses should be arranged in consultation with your major department and the Professor of Military Science.

Required Courses (A grade of C or better is required in each of these courses.)

| | |
|--|-----------|
| Military Science 301 (Advanced Map Reading and Communications) | 3 |
| Military Science 302 (Tactical Military Leadership and Management) | 3 |
| Military Science 303 (Military Skills Development) | 3 |
| Military Science 304 (Undergraduate Internship) | 5 |
| Military Science 401 (Command Military Leadership and Management) | 3 |
| Military Science 402 (Staff Military Leadership and Management) | 3 |
| Military Science 403 (Methods of Instruction) | 3 |
| Total Upper-Division Hours for the Military Science Minor | 23 |

Military Science:

ROTC Program Features

Admission and Incentives: A student enrolled in basic course classes incurs no obligation to the U.S. Army. Advanced course students are obligated to serve on active duty in the U.S. Army for a minimum of three months and are paid a subsistence allowance of \$100 per month for up to 20 academic months while in college. They also receive half the base pay of a 2nd Lieutenant for 6 weeks (approximately \$800) while attending the advanced camp. Other training opportunities such as Ranger School, Airborne School, Jungle Warfare School, Arctic Warfare School, Air Assault School, and Cadet Troop Leadership Training in active units are available on a competitive basis with military subsistence and some paid benefits. A student in any major/minor field of study is eligible. During the senior year (MS IV) or study the student is offered the options to select they type of job that he or she desires to perform, the first permanent duty post, and the type of commission, either Regular Army or Army Reserve, that he or she prefers. All textbooks, class materials, and necessary uniforms are provided by the Army at no charge to the individual. Academic credit, applicable toward graduation, is granted for all military science course work. Any advanced course credits earned apply within the general studies minor.

The Scholarship Program: The Army ROTC Scholarship Program awards full-time four-, three-, and two-year scholarships to eligible students on a competitive basis. The Department of Military Science accepts applications for two- and three-year ROTC scholarships throughout the year. A student does not have to be currently enrolled in ROTC to apply for two- and three-year scholarships. Each scholarship pays for tuition, books, lab fees, and other educational expenses. In addition, all ROTC scholarship students receive \$100 per month for up to 10 months of each school year the scholarship is in effect.

The Simultaneous Membership Program: The Simultaneous Membership Program allows cadets to be enrolled in the Military Science Advanced Course and a local Army National Guard or Army Reserve unit at the same time. The benefits of this program are that cadets not only receive \$100 per academic month from the Military Science Department but also receive drill pay from their Army National Guard or Army Reserve unit equivalent to a sergeant's pay. Cadets in this program perform the duties of an officer trainee in their Army National Guard or Army Reserve unit. The program provides valuable management experience which will interest future employers and prepare cadets for leadership and management positions after graduation.

Contact: Department of Military Science (737-1643)

Music:

Bachelor of Arts with a Major in Music

This major follows established guidelines for treating music within the framework of the liberal arts. It is recommended for students whose interest in music is cultural rather than professional. A minor in Business Administration will prepare for a career in one of the many business areas of the music field. Credit hours earned in private instruction (Applied Music) and/or music ensemble (i.e. college band, chamber choir, etc.) do not contribute to an overload status and should be regarded as outside the normal academic load of 15 to 17 hours.

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

Core Curriculum Area IV (A "C" or better is required in each of these courses)

Music 105 (Music Literature) 3

Music 111, 112 (Elementary Music Theory I, II) 6

Music 125, 126, 127 (Elementary Ear Training and Sight Singing) 3

Music 211, 212 (Intermediate Music Theory I, II) 6

Select six hours in the major performance ensemble courses: 6

Music 171 (Choir), 173 (Orchestra), 174 (Symphonic Band)

Select six hours from one of the applied music areas: 6

(See the Applied Music [MUA] 140 series in the "Courses" section of this catalog.)

Further Requirement 12

Applied Music: 12 hours in one area (at least 2 at the 300 level), earning a "C" or better and an Applied Proficiency Level of 6

Foreign Language Requirement 0-20

20 hours in one foreign language or proficiency to the 202 level (required for voice majors) OR 10 hours in one foreign language plus 10 hours in business electives (business minors) or in upper division music electives (all other students).

Major Concentration (A grade of C or better is required in all major courses.)

Music 312 (Counterpoint) 3

Music 316, 317, 318 (Advanced Ear Training and Sight Singing) 3

Music 321, 322, 323 (Music History and Literature) 12

Select six hours of upper division music electives other than ensemble or applied music. 6

Music 416 (Form and Analysis) 3

Electives

Include enough upper division work to fulfill the 70-hour requirement. 0-27

Minor in another subject 20-29

Graduation Requirements

Humanities 323 (The Modern World) 5

Communications/Speech 100 (Beginning Oral Presentation) 2

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Applied Music Requirements: The prospective major should review all the requirements and policies on the following pages.

Total Hours Required for the Degree 190-192

Contact: Department of Fine Arts (737-1453)

Music:

Minor in Music

The Minor in Music is designed to give experience in both academic and applied study of music.

| | |
|--|-----------|
| Required Courses | |
| Music 321, 322, 323 (Music History and Literature) | 12 |
| Select three hours of 300-level courses in Applied Music | 3 |
| Select six hours of 300- or 400-level courses in Music or Applied Music (Must not include more than 3 hours in Applied Music or upper division ensemble courses) | 6 |
| Total Upper-Division Hours for the Minor | 21 |

Music: Applied Music Requirements and Policies

Quarterly Jury Examination
All students taking Applied Music for 2 credit hours (MUA 140 or 340 series) must perform for a quarterly jury examination. The jury will be equivalent of a final examination in applied music and will count as one-fifth of the final grade. The examining committee will assign appropriate Applied Proficiency Levels (APLs) within the lower and upper divisions.

If a student misses a jury examination for illness or other acceptable non-academic reasons, the instructor may give a grade of Incomplete for that quarter. If a student misses a jury examination for other reasons, the final grade is averaged with a zero counting one-fifth of the final grade. Exceptions to the above policies can be made only after to the chairman and faculty.

A student who performs a junior or senior recital is not required to perform for a quarterly jury during the quarter in which the recital is performed.

Upper Divisional Examination:
At the completion of APL 5, each student must perform an upper divisional examination before a full faculty committee. At this time the committee will make recommendations concerning applied music progress and enrollment in upper division applied music courses. This requirement must be fulfilled before departmental approval/signing of the application for graduation.

Piano:
All non-keyboard music majors must enroll in class piano until the Piano Proficiency Examination has been successfully passed. This requirement must be fulfilled before departmental approval/signing of the application for graduation. Specific proficiency requirements are available from the piano faculty.

Recitals:
At least once before the end of the first three quarters of applied music study, and at least once during the period of every three quarters enrolled thereafter, each music major must perform on a student recital in the student's major applied area. The applied music grade will be lowered one letter grade during any quarter that a student fails to fulfill this requirement. A student completing degrees in the Bachelor of Music programs must perform a junior recital. A

student completing the Bachelor of Music in Performance must also perform a senior recital. Recital approval hearings must be scheduled at least one month prior to the recital. Students will enroll for the appropriate MUA 440 course in lieu of the regular MUA 350 course during that quarter in which the senior recital is scheduled.

Music 195 (Recital Laboratory):

Enrollment in Music 195 is required during fall, winter, and spring quarters for all full-time music majors (12 or more hours). All majors must earn at least 9 quarters of satisfactory grades in Music 195 prior to graduation.

Placement:

Entering freshmen and transfer students will be given placement examinations in applied music and theory. Secondary applied music may be taken without audition.

Ensembles:

Participation for credit or audit in a major music ensemble is required in fall, winter, and spring quarters of all full-time music majors until graduation, as follows:

Wind and percussion majors: Music 174A (Concert Band)

Voice majors: Music 171A (Choir)

String majors: Music 173 (Orchestra)

Keyboard majors: Enroll in one of the above.

Other music ensembles may be taken for elective credit. After earning 12 hours of credit (or 11 hours if a music education major) in the major performing ensemble, the student may petition the faculty for special consideration concerning participation in that ensemble.

Continuation in Applied Music

After a music major has completed the minimum number of hours of applied music and/or achieved the required applied proficiency level, applied music study must continue for full-time students until graduation. The study may be for audit or for one or two hours of credit each quarter enrolled. A student is not required, however, to take applied music while student teaching unless the student's junior or senior recital is taken during that quarter. Any student giving a recital must take applied music during the quarter of the recital, regardless of whether the student is full-time or not.

Petitions

A student may petition the music faculty concerning the fulfillment of any of the above requirements but will be responsible for presenting convincing evidence to support any requested waivers.

Music Education:

Bachelor of Music with a Major in Music Education

Completion of this program qualifies one for teaching in grades K-12. Credit hours earned in private instruction (Applied Music) and/or music ensemble (i.e. college band, chamber choir, etc.) do not contribute to an overload status and should be regarded as outside the normal academic load of 15 to 17 hours.

| | |
|---|-----|
| <i>Core Curriculum Areas I, II, and III for the B.A. Degree</i> (See p. 101) | 60 |
| (Psychology 101, in Area III, is a prerequisite for Education courses.) | |
| <i>Core Curriculum Area IV</i> (A "C" or better is required in each of these courses) | |
| Education 205, Philosophical/Historical Foundations | 5 |
| Education 206, Growth and Development | 5 |
| Music 105 (Music Literature) | 3 |
| Music 111, 112 (Elementary Music Theory I, II) | 6 |
| Music 125, 126, 127 (Elementary Ear Training and Sight Singing) | 3 |
| Select four hours in the major performance ensemble courses: | 4 |
| Music 171 (Choir), 173 (Orchestra), 174 (Band) | |
| Select four hours from one Applied Music 141-149 | 4 |
| <i>Further Requirements</i> (A "C" or better is required in each of these courses) | |
| Applied Music: 18 hours in one area (at least 4 at the 300/400 level), earning an Applied Proficiency Level of 7 | 18 |
| Music 211, 212 (Intermediate Music Theory I, II) | 6 |
| Major Ensemble (Music 171/Choir, 173/Orchestra, or 174/Band) | 7 |
| Music 334-6 (Italian, German, French Diction), required for voice majors | 0-6 |
| <i>Major Concentration</i> (A grade of C or better is required in all major courses.) | |
| Music 321, 322, 323 (Music History and Literature) | 12 |
| Music 316, 317, 318 (Advanced Ear Training and Sight Singing) | 3 |
| Music 312, 416 (Counterpoint, Form and Analysis) | 6 |
| Music 411, 412 (Orchestration) | 4 |
| Music 461 (Fundamentals of Conducting) | 3 |
| Music 371, 372, 373, 374, 378 (Instrumental and Vocal Methods) | 10 |
| Music 352, 353, 377 (Elementary, Middle School, General Music, and Marching Band Methods) | 6 |
| Music 462, 463 (Instrumental and Choral Conducting and Administration) | 6 |
| <i>Professional Education Sequence</i> | |
| Education 335 (High School Curriculum) | 5 |
| Education 455 (Elementary Methods and Materials) | 5 |
| Education 434 (Student Teaching K-12) | 15 |
| Education 440 (Education of Exceptional Children) | 5 |
| Education 458 (Seminar in Secondary Education) | 5 |
| <i>Graduation Requirements</i> | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 (Beginning Oral Presentation) | 2 |
| Physical Education (Must include Physical Education 191 and one aquatics course) | 7 |
| <i>Applied Music Requirements:</i> The prospective major should review all the requirements and policies on the preceding pages. | |

Total Hours Required for the Degree

220-226

Contact: Department of Fine Arts (737-1453)

Music Performance:

Bachelor of Music with a Major in Performance

Credit hours earned in private instruction (Applied Music) and/or music ensemble (i.e. college band, chamber choir, etc.) do not contribute to an overload status and should be regarded as outside the normal academic load of 15 to 17 hours.

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

Core Curriculum Area IV (A "C" or better is required in each of these courses)

| | |
|--|---|
| Music 105 (Music Literature) | 3 |
| Music 111, 112 (Elementary Music Theory I, II) | 6 |
| Music 125, 126, 127 (Elementary Ear Training and Sight Singing) | 3 |
| Music 211, 212 (Intermediate Music Theory I, II) | 6 |
| Select 6 hours in the major performance ensemble courses: | 6 |
| Music 171 (Choir), 173 (Orchestra), 174 (Symphonic Band) | |
| Select six hours from one of the applied music areas (Music 141-149) | 6 |

Further Requirements (A "C" or better is required in each of the music courses)

| | |
|---|------|
| Applied Music: 18 hours in one area (at least 8 at the 300/400 level), earning a "C" or better and an Applied Proficiency Level of 9 | 18 |
| Select 6 hours in the major performance ensemble courses: | 6 |
| Music 171 (Choir), 173 (Orchestra), 174 (Symphonic Band) | |
| Proficiency in a foreign language through the 202 level (Voice Majors Only). | 0-20 |

Major Concentration (A grade of C or better is required in all major courses.)

| | |
|---|----|
| Music 321, 322, 323 (Music Literature and Music History) | 12 |
| Music 316, 317, 318 (Ear Training and Sight Singing) | 3 |
| Music 313, 314 (Advanced Music Theory) | 6 |
| Music 312 (Counterpoint) | 3 |
| Music 416 (Form and Analysis) | 3 |
| Music 411, 412, 413 (Orchestration) | 6 |
| Music 461 (Fundamentals of Conducting) | 3 |
| Select 15 hours of 300- or 400-level music courses (No more than 6 hours may be in applied music or ensemble/Opera Theatre) | 15 |
| Ensemble or accompanying electives (300- or 400-level) | 6 |
| Senior Recital (Applied Music 441-449) | 3 |

Graduation Requirements

| | |
|---|---|
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 (Beginning Oral Presentation) | 2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |

Applied Music Requirements: The prospective major should review all the requirements and policies on pages 142-143 above.

Total Hours Required for the Degree 188-208

Contact: Department of Fine Arts (737-1453)

Nursing:

Associate of Science in Nursing

This program provides initial preparation for professional nursing practice and for beginning positions in hospitals and nursing homes. It is approved by the Georgia Board of Nursing and accredited by the National League for Nursing. Upon successful completion of the program, graduates are awarded the A.Sc.N. Degree and are eligible to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN). Successful completion of this examination results in granting of a license as a Registered Professional Nurse in the state of Georgia. However, under the laws in some states, including Georgia, persons convicted of felonies may have difficulty obtaining licensure in nursing.

Applicants must apply before March 1 each year for the subsequent fall quarter admission. While admission to Augusta College is necessary to be accepted into the program, it does not guarantee acceptance. Enrollment is limited to a specific number based on spaces and resources available. Selection is *influenced* by a composite of completion of general education courses for Nursing, GPA, successful completion of challenge examinations (if eligible), and placement on the previous year's alternate selection list. *Admission to the program requires a minimum GPA of 2.5.*

Prenursing students are those who have declared Nursing as their major and have chosen to complete other required academic courses before seeking admission to the program. It is highly recommended that the Biology sequence and the course on Human Development (Education 203) be completed during the prenursing phase.

A minimum grade of "C" must be attained in each of the courses in the nursing sequence, English 101 and 102, Education 203, and Biology 111, 112, and 311; these minimum grades must be attained before entry into the second year of the program. A grade of "D" in Biology 111, 112, 311 or Education 203 will automatically preclude the student from registering for the subsequent quarter in the program. (This does not apply to prenursing students.) Withdrawal from Biology 111, 112, 311 or Education 203 while taking it as a corequisite with nursing will result in an automatic withdrawal from the program. In order to continue into the sophomore year nursing majors are required to pass the Regents Testing Program and maintain a minimum overall GPA of 2.00.

Credit for first year nursing courses may be obtained by successful completion of challenge examinations. Licensed practical nurses who are accepted at Augusta College are eligible to sit for these examinations. Successful completion of any of the examinations does not guarantee admission to the program.

Freshman Year

| | |
|--|----|
| Biology 111, 112 (Human Anatomy and Physiology I, II) | 10 |
| Biology 311 (Introductory Microbiology) | 5 |
| English 101 (College Composition I) | 5 |
| Education 203 (Human Development in the Educative Process) | 5 |
| Psychology 101 (Principles of Psychology) | 5 |
| Physical Education 191 (Physical and Mental Health) | 2 |
| Physical Education 143 (Aquatics) | 1 |
| Nursing 101 (Fundamentals of Nursing Practice) | 7 |
| Nursing 102 (Care of the Adult Patient with Common Physiological Dysfunctions) | 8 |
| Nursing 103 (Care of Patients Affected with Mental Health Dysfunctions) | 4 |
| Nursing 104 (Nursing Care of Maternal-Newborn) | 4 |

Total Hours: 56

Sophomore Year

| | |
|---|----|
| English 102 (College Composition II) | 5 |
| Mathematics 107 (College Algebra) | 5 |
| History 211 or 212 (American History I, II) | 5 |
| Sociology 101 (Introductory Sociology) | 5 |
| Political Science 101 (American Government I) | 5 |
| Physical Education elective | 1 |
| Nursing 201, 203, 204 (Care of the Adult with Increasingly Complex Physiological Dysfunctions I, II, III) | 22 |
| Nursing 202 (Nursing Care of Children) | 4 |
| Nursing 205 (Issues and Trends) | 2 |
| Total Hours: | 54 |
| Graduation Requirements: | |
| Physical Education 191 | 2 |
| Aquatics & 1 other Physical Education Communications/Speech 100 | 2 |

Contact: Nursing Department (737-1725)

Optometry School Pre-Professional Program

Pre-Optometry Studies under direction of the Biology Department

The requirements for admission to the schools and colleges of optometry are variable. Typically, the requirements include courses in English, mathematics, physics, chemistry, and biology or zoology. Some schools and colleges have requirements in psychology, social sciences, literature, philosophy, and foreign languages. The pre-optometry requirements represent a minimum of two academic years of study, all of which may be taken on this campus.

Contact: Pre-Optometry Advisor, Department of Biology (737-1539)

Paralegal Certificate Program

(Non-Credit)

This non-credit certificate program consists of six courses offered under the auspices of the Department of Political Science. Applicants must submit official transcripts showing the equivalent of 90 hours of transferable credit from a regionally accredited college or university. Applicants must be approved for regular admission to the college, and must be approved by the Director of the Paralegal Program before registering for any courses in the Paralegal curriculum.

Required Courses

- Political Science 081 (Introduction to Law)
- Political Science 082 (Civil Litigation)
- Political Science 083 (Business Organizations/Corporations)
- Political Science 084 (Property and Estates)
- Political Science 085 (Criminal Law)
- Political Science 086 (Advanced Legal Research)

Contact: Department of Political Science (737-1710)

Pharmacy School Pre-Professional Program

Contact the pre-pharmacy advisor in the Department of Biology (737-1539).

Philosophy:

Minor in Philosophy

All courses submitted for the minor must carry a grade of C or better.

Prerequisite

- Philosophy 101 (Introduction to Philosophical Issues) 5
- (Philosophy minors are encouraged to complete this course in freshman year.)

Upper Division Courses

- Select 25 hours from the following: 25
- Philosophy 490 (Cullum Lecture Series)
- Philosophy 495 (Selected Topics)
- Philosophy 499 (Undergraduate Research)

Total Upper-Division Hours for the Philosophy Minor 25

Contact: Department of Political Science and Philosophy (737-1710)

Physical Science:

Bachelor of Science in Physical Science (Physics Concentration)

This program is designed to accomodate students seeking science teaching certification. Students pursuing this program for any other purpose should consult with the Department of Chemistry and Physics. Physics courses at the 200 level are part of the major concentration and must be passed with a "C" or better.

| | |
|--|---------|
| <i>Core Curriculum Areas I, II, and III for the B.S. Degree</i> (See p. 101) | 60 |
| <i>Core Curriculum Area IV</i> | |
| Mathematics 202, 203 (Calculus and Analytical Geometry II, III) | 10 |
| Select one 3-course sequence: | 15 |
| Physics 201, 202, 203 (General Physics: Mechanics; Heat, Light, and Sound; Electricity, Magnetism, and Modern Physics) | |
| Physics 211, 212, 213 (Mechanics; Electricity and Magnetism; Heat, Sound, and Light) | |
| Chemistry 123 (Introductory Analytical Chemistry) | 5 |
| <i>Lower-Division Major Courses Required If Not Taken in the Core</i> | 10-30 |
| Chemistry 121, 122 (General Chemistry I, II) | |
| Physical Science 102 (Physical Science II) | |
| Mathematics 115 (Precalculus), 201 (Calculus and Analytical Geometry I) | |
| Select one: | |
| Computer Science 205 (Introduction to Computers and Programming) | |
| Computer Science 206 (Scientific Programming with FORTRAN) | |
| <i>Major Concentration</i> (A grade of C or better is required in all these courses.) | |
| Physics 301, 302 (Electronics I, II) | 12 |
| Physics 451, 452 (Modern Physics I, II) | 12 |
| Select one: | 5 |
| Physics 325 (Theoretical Mechanics I) | |
| Physics 405 (Electromagnetic Theory I) | |
| Select one: | 5-6 |
| Physics 304 (Advanced Optics) | |
| Physics 326 (Theoretical Mechanics II) | |
| Physics 406 (Electromagnetic Theory I) | |
| Physics 453 (Modern Physics III) | |
| Physical Science 398 (Current Technology Seminar) | 8 |
| <i>Minor in another subject</i> | 20-29 |
| <i>Electives</i> | 0-11 |
| <i>Graduation Requirements</i> | |
| Completion of at least 70 hours of course work at the 300- and 400-level. | 0-3 |
| Satisfactory oral examination in Physical Science | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 (Beginning Oral Presentation) | 2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |
| <i>Total Hours Required for the Degree</i> | 187-206 |

Contact: Department of Chemistry and Physics (737-1541)

Physical Science—Secondary School Teaching :
B.Sc. in Physical Science (Physics Concentration), Minor in Education
(Physics courses at the 200 level are part of the major concentration and must be passed with a grade of "C" or better.)

| | |
|--|---------|
| Core Curriculum Areas I, II, and III for the B.S. Degree (See p. 101) | 60 |
| Core Curriculum Area IV | |
| Education 205, Philosophical/Historical Foundations (grade of C required) | 5 |
| Education 206, Growth and Development (grade of C required) | 5 |
| Select 20 hours from the following: | 20 |
| Mathematics 115 (Precalculus Mathematics); 201, 202, 203 (Calculus and Analytical Geometry I, II, III) | |
| Physics 201, 202, 203 (General Physics: Mechanics; Heat, Light, and Sound; Electricity, Magnetism, and Modern Physics), or Physics 211, 212, 213 (Mechanics; Electricity and Mag- netism; Heat, Sound, and Light) | |
| Chemistry 121, 122 (General Chemistry I, II) | |
| Chemistry 123 (Introductory Analytical Chemistry) | |
| Physical Science 102 (Physical Science II) | |
| Computer Science 206 (Scientific Programming with FORTRAN) or 205 (Introduction to Computers and Programming) | |
| Lower-Division Major Courses Required If Not Taken in the Core | 20-40 |
| Select one 3-course sequence: | |
| Physics 201, 202, 203 or Physics 211, 212, 213 | |
| Chemistry 121, 122, 123 | |
| Physical Science 102 (Physical Science II) | |
| Mathematics 115, 201, 202, 203; Computer Science 205 or 206 | |
| Major Concentration (A grade of C or better is required in all these courses.) | |
| Physics 301, 302 (Electronics I, II) | 12 |
| Physics 451, 452 (Modern Physics I, II) | 12 |
| Physics 325 (Theoretical Mechanics I) or 405 (Electromagnetic Theory I) | 5 |
| Select one: | 5-6 |
| Physics 304 (Advanced Optics) | |
| Physics 326 (Theoretical Mechanics II) | |
| Physics 406 (Electromagnetic Theory I) | |
| Physics 453 (Modern Physics III) | |
| Physical Science 398 (Current Technology Seminar) | 8 |
| Professional Education Sequence | |
| Education 337 (High School Curriculum) | 5 |
| Education 353 (Teaching Science) | 5 |
| Education 436 (Secondary Student Teaching) | 15 |
| Education 440 (Education of Exceptional Children) | 5 |
| Education 458 (Seminar in Secondary Education) | 5 |
| Science Certification Requirement | 15 |
| For science certification, the state also requires 15 hours of Biology. | |
| Graduation Requirements | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 (Beginning Oral Presentation) | 2 |
| Physical Education (Include Physical Education 191 and one aquatics course)* | |
| Satisfactory oral examination in Physical Science | |
| Total Hours Required for the Degree | 216-237 |

Contact: Department of Chemistry and Physics (737-1541)

Physics: **Bachelor of Science with a Major in Physics**

Physics courses at the 200 level are part of this major and must be passed with a "C" or better.

Core Curriculum Areas I, II, and III for the B.S. Degree (See p. 101) **60**

(In choosing Area II courses, note that this program requires Mathematics 115, 201 and Chemistry 121, 122.)

Core Curriculum Area IV

| | |
|---|----|
| Mathematics 202, 203, 204 (Calculus and Analytical Geometry I, II, III) | 15 |
| Physics 211 (Mechanics) | 5 |
| Physics 212 (Electricity and Magnetism) | 5 |
| Physics 213 (Heat, Sound, and Light) | 5 |

Lower-Division Courses Required if Not Taken in the Core Curriculum **0-20**

Mathematics 115 (Precalculus Mathematics)
 Mathematics 201 (Calculus and Analytical Geometry I)
 Chemistry 121, 122 (General Chemistry I, II)

Computer Science Requirement

| | |
|--|---|
| Computer Science 206 (Scientific Programming with FORTRAN) | 5 |
|--|---|

Major Concentration (A grade of C or better is required in all major courses.)

| | |
|---|----|
| Physics 301, 302 (Electronics I, II) | 12 |
| Physics 304 (Advanced Optics) | 6 |
| Physics 325, 326 (Theoretical Mechanics I, II) | 10 |
| Physics 405, 406 (Electromagnetic Theory I, II) | 10 |
| Physics 451, 452, 453 (Modern Physics I, II, III) | 18 |
| Physical Science 398 (Current Technology Seminar) | 4 |
| Mathematics 302 (Differential Equations) | 5 |

Minor in another subject (15 hours if in Mathematics) **15-29**

Graduation Requirements

| | |
|---|---|
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 (Beginning Oral Presentation) | 2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |
| Satisfactory Oral Examination in Physics | |

Total Hours Required for the Degree **189-223**

Contact: Department of Chemistry and Physics (737-1541)

Physics—Secondary School Teaching:

Bachelor of Science, Major in Physics and Minor in Education

Note: Physics courses at the 200 level are part of the Physics major and must be passed with a grade of "C" or better.

| | |
|--|---------|
| Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) | 60 |
| (In choosing Area II courses, note that this program requires Mathematics 115, Mathematics 201-204, and Chemistry 121, 122.) | |
| Core Curriculum Area IV | |
| Education 205, Philosophical/Historical Foundations (grade of C required) | 5 |
| Education 206, Growth and Development (grade of C required) | 5 |
| Select 20 hours from the following: | 20 |
| Mathematics 115 (Precalculus Mathematics) | |
| Mathematics 201, 202, 203, 204 (Calculus and Analytical Geometry I, II, III, IV) | |
| Physics 211 (Mechanics) | |
| Physics 212 (Electricity and Magnetism) | |
| Physics 213 (Heat, Sound, and Light) | |
| Chemistry 121, 122 (General Chemistry I, II) | |
| Computer Science 206 (Scientific Programming with FORTRAN) | |
| Lower-Division Courses Required if Not Taken in the Core Curriculum | 15-35 |
| Physics 211, 212, 213 | |
| Mathematics 115, 201, 202, 203, 204 | |
| Chemistry 121, 122 | |
| Computer Science 206 | |
| Major Concentration (A grade of C or better is required in all major courses.) | |
| Physics 301, 302 (Electronics I, II) | 12 |
| Physics 304 (Advanced Optics) | 6 |
| Physics 325, 326 (Theoretical Mechanics I, II) | 10 |
| Physics 405, 406 (Electromagnetic Theory I, II) | 10 |
| Physics 451, 452, 453 (Modern Physics I, II, III) | 18 |
| Physical Science 398 (Current Technology Seminar) | 4 |
| Mathematics 302 (Differential Equations) | 5 |
| Professional Education Sequence | |
| Education 337 (High School Curriculum) | 5 |
| Education 353 (Teaching Science) | 5 |
| Education 436 (Secondary Student Teaching) | 15 |
| Education 440 (Education of Exceptional Children) | 5 |
| Education 458 (Seminar in Secondary Education) | 5 |
| Science Certification Requirements | 20 |
| For science certification, the State Board of Education also currently requires 15 hours of Chemistry and 15 hours of Biology. Ten of the hours will be satisfied by this program's requirement of Chemistry 121, 122. | |
| Graduation Requirements | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 (Beginning Oral Presentation) | 2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |
| Satisfactory Oral Examination in Physics | |
| Total Hours Required for the Degree | 239-259 |

Contact: Department of Chemistry and Physics (737-1541)

Physics:

Minor in Physics

A grade of C or better is required in all these courses.

Prerequisites

Physics 211, 212, 213 (Mechanics; Electricity and Magnetism;
Heat, Sound, and Light). 15

Upper Division Courses 20

Select 20 hours of upper division Physics or 16 hours of upper division Physics and 4 hours of Physical Science 398.

Total Upper-Division Hours for the Physics Minor: 20

Contact: Department of Chemistry and Physics (737-1541)

Political Science:

Minor in Political Science

All courses submitted for the minor must carry a grade of C or better.

Prerequisites

Political Science 101 (American Government I)

Select one of the following courses:

Political Science 201 (American Government II)

Political Science 202 (Introduction to Political Methodology)

Upper Division Courses 20

Select 20 hours of upper division Political Science courses.

Total Upper-Division Hours for the Political Science Minor: 20

Contact: Department of Political Science (737-1710)

Political Science:

Bachelor of Arts with a Major in Political Science

The objective of the political science program is focused on the study of politics, governments, governmental systems, and the making of public policy. The B.A. degree is offered to better prepare the citizen to exercise political responsibilities and to ground the student for subsequent functioning in the public political system. The major is also structured to prepare the student for post-graduate study in political science; in professional schools of law, journalism, international relations, and public administration; and in post-graduate work leading to specialized careers in research and teaching.

| | |
|--|----|
| <i>Core Curriculum Areas I, II, and III for the B.A. Degree</i> (See p. 101) | 60 |
| <i>Core Curriculum Area IV</i> | |
| Political Science 202 (Introduction to Political Methodology) | 5 |
| Research Skills: | 10 |
| Either: Foreign Language (10 hours) | |
| Or: Mathematics 221 (Elementary Statistics) combined with | |
| Computer Science 205 (Principles of Computer Program- | |
| ming) or Management Information Systems 210 (Microcom- | |
| puter Applications) | |
| Select 15 hours from the following courses: | 15 |
| Accounting 211 (Principles of Accounting I) | |
| Economics 205 (Basic Economics) | |
| Geology 101 (Physical Geology) | |
| History 211, 212 (American History I, II) | |
| Philosophy 101 (Introduction to Philosophical Issues) | |
| Political Science 204 (Society, Law, and the Criminal) | |
| Psychology 101 (Principles of Psychology) | |
| Sociology 101 (Introduction to Sociology) | |

Further Lower-Division Course Requirements

All Political Science majors are required to earn acceptable credits in Political Science 101, 201, and 202. It is advisable to take Political Science 201 to partly meet the Area III requirements and Political Science 202 and 205 to partly meet Area IV requirements.

| | |
|---|----|
| <i>Major Concentration</i> (A grade of C or better is required in all major courses.) | 45 |
| Select 45 hours of Political Science courses, including 40 at the 300/400 level, in consultation with the designated academic advisors in the department. | |

| | |
|---------------------------------|-------|
| <i>Minor in another subject</i> | 20-29 |
|---------------------------------|-------|

| | |
|------------------|------|
| <i>Electives</i> | 9-18 |
|------------------|------|

| | |
|---|------------|
| <i>Graduation Requirements</i> | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 (Beginning Oral Presentation) | 2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |
| Total Hours Required for the Degree | 187 |

Contact: Department of Political Science (737-1710)

Political Science/Legal Studies:

B.A. in Political Science, Legal Studies Track

The Legal Studies track is open to Political Science majors only and is designed to aid students in their effort to orient their course of study to a particular purpose or goal. It will prepare students for careers in law-related fields, federal and state governments, public and private interest groups, or business and management. In addition, the track can provide a foundation for the ongoing study of law or for graduate study in Political Science.

Core Curriculum 60

For choices available in Areas I, II, III of the Core Curriculum, see p. 101.

For choices in Areas III and IV for this track, the department recommends

Sociology 101, Political Science 201, Mathematics 221, Economics 205.

Core Curriculum Area IV

Political Science 202 5

Research Skills: 10

Either: Foreign Language (10 hours)

Or: Mathematics 221 (Elementary Statistics) combined with Computer Science 205 (Principles of Computer Programming) or Management Information Systems 210 (Microcomputer Applications)

Select 15 hours from the following courses: 15

Accounting 211 (Principles of Accounting I), Economics 205 (Basic Economics), Geology 101 (Physical Geology)

History 211, 212 (American History I, II)

Philosophy 101 (Introduction to Philosophical Issues)

Psychology 101 (Principles of Psychology)

Sociology 101 (Introduction to Sociology)

Major Concentration (A grade of C or better is required in all major courses.)

Select 20-25 hours in the following Political Science courses: 20-25

Political Science 204 (Society, Law, and the Criminal)

Political Science 304 (Judicial Process)

Political Science 412 (Governmental Organization and Administrative Theory)

Political Science 425 (Constitutional Law: Distribution of Power)

Political Science 426 (Constitutional Law: Civil Liberties)

Select either Political Science 301 (Comparative European Governments) or

Political Science 451 (International Law and Organizations) 5

Select 5-10 hours from the following other law-related courses: 5-10

Criminal Justice 103 (Introduction to Criminal Justice)

Communications 300 (Media Law and Ethics), Management 340, (Legal Environment of Business: Prerequisites Economics 252 and junior status), Business Law 400, Business Law (Prerequisite: junior status), Sociology 431 (Criminology) Sociology 432 (Juvenile Delinquency)

Select 10 further hours of Political Science courses at the 300/400 level, in consultation with the designated academic advisor in the department. 10

Minor in another subject 20-29

Electives 9-18

Graduation Requirements

Humanities 323 (The Modern World) 5

Communications/Speech 100 (Beginning Oral Presentation) 2

Physical Education (Must include PED 191 and one aquatics course) 7

Total Hours Required for the Degree 187

Contact: Department of Political Science (737-1710)

Political Science/Public Administration:

B.A. in Political Science, Public Administration Track

Prepares for careers in government administration, private research and consulting firms, and public planning agencies. Acceptable credits are required in Political Science 101, 201, and 202.

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

(In Area III Sociology 101 and Political Science 201 are advised.)

Core Curriculum Area IV

Political Science 202 (Introduction to Political Methodology) 5

Research Skills: 10

Either: Foreign Language (10 hours)

Or: Mathematics 221 (Elementary Statistics) combined with Computer Science 205 (Principles of Computer Programming) or Management Information Systems 210 (Microcomputer Applications)

Select 15 hours from the following courses: 15

Accounting 211, 212 (Principles of Accounting I, II)

Economics 251 (Microeconomics)

Geology 101 (Physical Geology)

History 211, 212 (American History I, II)

Philosophy 101 (Introduction to Philosophical Issues)

Psychology 101 (Principles of Psychology)

Sociology 101 (Introduction to Sociology)

Lower-Division Course Required if not Taken in the Core Curriculum 0-5

Political Science 201 (American Government II)

Major Concentration (A "C" or better is required in all these courses.)

Political Science 411 (Principles of Public Administration) 5

Political Science 412 (Governmental Organization and 5

Administrative Theory)

Political Science 401 (State Government) 5

Political Science 402 (Urban Government and Politics) 5

Political Science 304 (The Judicial Process) 5

Select 15 hours from the following courses: 15

Sociology 451 (Sociology of Work and Occupations)

Sociology 461 (Urban Sociology)

Sociology 340 (Social Stratification)

Sociology 360 (World Population and Development)

Economics 252 (Macroeconomics) 5

Undergraduate Internship Option

A 10- to 15-hour internship with an applicable agency can be agreed upon between the student and the director of this program. Can be substituted for 10-15 hours with the approval of the director.

Minor in another subject 20-29

Electives 9-18

Graduation Requirements

Completion of at least 70 hours of course work at the 300 and 400 level 0-10

Humanities 323 (The Modern World) 5

Communications/Speech 100 (Beginning Oral Presentation) 2

Physical Education (Include Physical Education 191 & one aquatics course) 7

Total Hours Required for the Degree 187

Contact: Department of Political Science (737-1710)

Political Science—Secondary School Teaching:

Bachelor of Arts, Major in Political Science, Minor in Education

Students who wish to supplement this program with courses leading to Georgia Department of Education broad-field certification in social sciences should see "Social Sciences Certification" in the "Academic Regulations and Information" section of this catalog.

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

(Psychology 101, in Area III, is a prerequisite for Education courses.)

Core Curriculum Area IV

Education 203, Human Development in the Educative Process (grade of C required) 5

Education 205, Philosophical/Historical Foundations (grade of C required) 5

Select 10 hours from the following courses: 10

Mathematics 221 (Elementary Statistics)

Computer Science 205 (Principles of Computer Programming) or Foreign Language

Select 10 hours from the following courses: 10

Accounting 211 (Principles of Accounting I)

Economics 205 (Basic Economics)

History 211, 212 (American History I, II)

Philosophy 101 (Introduction to Philosophical Issues)

Sociology 101 (Introduction to Sociology)

Lower-Division Courses Required If Not Taken in the Core Curriculum 10-35

Political Science 201 (American Government II)

Political Science 202 (Introduction to Political Methodology)

History 211, 212 (American History)

Select 15 hours from the following courses:

Sociology 101, Philosophy 101

Economics 251 (Microeconomics)

Geology 101 (Physical Geology)

Anthropology 101 (Introductory Anthropology)

Major Concentration (A grade of C or better is required in all major courses.)

Political Science 301 (Comparative European Governments) or 431 (Governments of Developing Nations) 5

Political Science 311 (Modern and Contemporary Political Thought) or 312 (American Political Thought) 5

Political Science 401 (State Government) or 402 (Urban Government and Politics) 5

Political Science 411 (Principles of Public Administration) 5

Political Science 450 (World Politics) or 425 (Constitutional Law: Distribution of Power) or 426 (Constitutional Law: Civil Liberties) 5

Select 15 additional hours of 300/400 level Political Science courses. 15

Professional Education Sequence

Education 337 (High School Curriculum) 5

Education 354 (Teaching Social Studies) 5

Education 436 (Secondary Student Teaching) 15

Education 440 (Education of Exceptional Children) 5

Education 458 (Seminar in Secondary Education) 5

Graduation Requirements

Humanities 323 (The Modern World) 5

Communications/Speech 100 (Beginning Oral Presentation) 2

Physical Education (Must include 191 and one aquatics course) 7

Total Hours Required for the Degree 194-219

Contact: Department of Political Science (737-1710)

Psychology: Bachelor of Arts with a Major in Psychology

The curriculum of the Department of Psychology is broad and designed to meet a variety of needs. For those wishing to major in psychology, but not planning to attend graduate school, this program provides an opportunity to study the discipline within a liberal arts framework and develop some appropriate perspectives and skills. For those who wish to pursue advanced degrees after the major, the department furnishes a solid technical and theoretical background. For assistance in selecting the most appropriate sequence of courses, see a psychology advisor.

| | |
|---|--------------|
| Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) | 60 |
| Core Curriculum Area IV | |
| Psychology 101, Principles of Psychology (Grade of C required) | 5 |
| Select 25 hours from the following courses): | 25 |
| Anthropology 101, 201 | |
| Biology 111, 112 (Biology I, II) | |
| Chemistry 105 (Basic Chemistry), 106 (Basic Organic Chemistry and Biochemistry) | |
| Computer Science 205 (Introduction to Computers and Programming) | |
| Education 205 (Philosophical and Historical Foundations) | |
| Economics 205 (Basic Economics) | |
| Mathematics 201, 202, 203 (Calculus and Analytical Geometry I, II, III); Mathematics 221 (Elementary Statistics) | |
| Management Information Systems 210 | |
| Philosophy 101 (Introduction to Philosophical Issues) | |
| Political Science 201 (American Government II) | |
| Psychology 195 (Honors Seminar), 245 (Personal Adjustment) | |
| Sociology 101 (Introduction), 202 (Social Problems Analysis), 221 (Dynamics of Courtship and Marriage) | |
| Communications/Speech 101 (Fundamentals of Speech) | |
| Social Work 111 (Introduction to Social Work) | |
| Foreign Language on the 100-200 level | |
| Major Concentration (A grade of C or better is required in all major courses.) | |
| Psychology 322 (Experimental Psychology, prerequisite to 400-level courses) | 5 |
| Psychology 351 (Quantitative Methods, prerequisite to 400-level courses) | 5 |
| Select 35 hours of Psychology courses at the 300/400 level. | 35 |
| Students wishing an applied focus should include Psychology 442 (Psychological Tests and Measurement) and up to ten hours of Psychology 496 (Undergraduate Internship). Internship students receive on-site and on-campus supervision, and additional internships may be taken and counted toward elective credit. Students wishing a more basic course of study, especially those planning to attend graduate school, should take a balance of experimental, applied, and theoretical courses. | |
| Minor in another subject | 20-29 |
| Graduation Requirements | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 (Beginning Oral Presentation) | 2 |
| (Unless Communications/Speech 101 is taken in Area IV) | |
| Physical Education (Include Physical Education 191 & one aquatics course) | 7 |
| Electives | 9-18 |
| Total Hours Required for the Degree | 187 |
| Contact: Department of Psychology (737-1694) | |

Psychology: Master of Science with a Major in Psychology

This program provides intensive master's degree-level education and training primarily oriented toward the local and regional job markets. Thus, most students select an applied track which emphasizes clinical and counseling psychology. In addition, the program can serve as an opportunity for graduate work in experimental psychology or to prepare for further graduate education. For such students, a thesis option is available. For most students, this is a two-year program (6 to 8 academic quarters) containing equal amounts of advanced foundation courses, applied course work, and supervised internship experience in treatment facilities or research laboratories.

Facilities for Research and Internship: The department operates a psychometric and clinical training facility and an animal and human research laboratory. Internship assignments are made at various local agencies including two Veterans Administration hospital branches, the Medical College of Georgia, a regional state school and hospital for the mentally retarded, a regional state training center for juvenile offenders, Eisenhower Army Medical Center, and others.

Advisor and Plan of Study: Initially, students will be advised by the Director of Graduate Studies. By the completion of the first quarter of full-time coursework or its equivalent, the student must select an academic advisory committee, headed by a major professor and including two other department members, subject to review by the department chair. (Students who have not done so by the beginning of the second quarter will not be permitted to register for further coursework.) In cooperation with the committee, the student will then develop a formal plan of study, which must be approved and filed before the third quarter of enrollment.

Curriculum Summary

| | |
|---|-----------|
| Psychology 601, 602, 603 (Proseminar I, II, III) | 3 |
| Psychology 651 (Experimental Design) | 5 |
| Fifteen hours of either Psychology 696, 697, 698 (Internship) or Psychology 699 (Research and Thesis) | 15 |
| Select fifty hours, as approved by the advisory committee: | 50 |
| Psychology 605 (History and Systems of Psychology) | |
| Psychology 612 (Developmental Psychology) | |
| Psychology 615, 616 (Psychological Assessment I, II) | |
| Psychology 623 (Conditioning and Learning) | |
| Psychology 624 (Personality) | |
| Psychology 625 (Biopsychology) | |
| Psychology 630 (Behavior Therapy) | |
| Psychology 637 (Behavior Pathology) | |
| Psychology 644 (Industrial-Organizational Psychology) | |
| Psychology 665 (Counseling/Clinical Psychology) | |
| Psychology 668, Behavior Modification in the Classroom (not recommended in this program) | |
| Psychology 673 (Social Psychology) | |
| Psychology 690 (Seminar in Group Process) | |
| Psychology 695 (Special Topics) | |
| Up to 15 hours in approved graduate courses offered by other academic departments | |
| Minimum Hours for the Degree: | 73 |

Contact: Director of Graduate Studies, Department of Psychology (737-1694)

Admissions Procedures and Requirements: The Director of Graduate Studies in Psychology will provide information concerning the program and admissions procedures. After receiving all required information, the Psychology Graduate Admissions Committee will make an admission decision and the Director will inform the applicant. The applicant may appeal this decision to the department chair. The Psychology Graduate Admissions Committee consists of the Director and two other members of the psychology faculty appointed by the chair of the department. Admissions requirements are:

1. Completed requirements for the bachelor's degree in a regionally accredited college or university.
2. A minimum grade point average equivalent to 2.5 on a 4.0 scale.
3. A minimum of 400 on each subtest (verbal, quantitative, and analytical) on the Graduate Record Examination taken within the past 5 years, with two of the subtest scores being at least 450.
4. Satisfactory letters of recommendation and transcripts.
5. A 150-200 word statement regarding personal and professional goals with respect to graduate study at Augusta College.
6. International students whose native language is other than English must submit the examination scores of the Test of English as a Foreign Language (TOEFL) and a financial form provided by the Office of Admissions.

Persons meeting all admission requirements will normally be accepted as regular graduate students. Provisional graduate students must petition for regular graduate status after satisfactory completion of at least 10 and not more than 16 hours of admissible graduate coursework. No more than 16 hours of graduate credit earned in a status other than as a regular graduate student may be counted toward the graduate degree.

There is no specific deadline for submitting applications, although the majority of openings each year are filled for the fall quarter. This is especially true for clinical openings, since the initial courses in the clinical program curriculum are offered only in the fall quarter. The experimental program is somewhat more flexible, permitting a limited number of applicants to be admitted throughout the year. Application for admission should be made several months before the anticipated admission date. A final decision regarding admission into the graduate program can be made only upon receipt of official GRE scores, official transcripts, letters of reference, and a personal statement of educational and professional goals. However, students may be permitted to enroll in certain courses in a post-baccalaureate status while the application is being processed.

Summer Quarter Attendance: The program is scheduled on a year-round basis and all students are expected to attend summer quarter. Exceptions to this policy may be granted only by the student's advisory committee and the department chair following a formal written petition.

Residence Requirements: No more than 15 quarter hours of credits can be transferred from another institution. The student must be registered in the college during the quarter in which requirements for graduation are completed, including the quarter in which written and oral comprehensive examinations are taken. Registration for the singular purpose of taking the comprehensive exam may be accomplished by enrollment in one hour of Psychology 696.

Psychology: Master of Science in Psychology, continued

Admission to Candidacy: Applications for admission to candidacy will not be accepted earlier than the completion of 15 hours of satisfactory graduate work, and must be submitted not later than the first week of the final quarter in which the student is to be enrolled. To be admitted to candidacy, the student must have successfully completed Psychology 651 (Experimental Design), satisfied the criterion level for Psychology 601, achieved a "B" average in graduate course work, be classified as a regular graduate student, and be approved by the Psychology Department. In order to demonstrate this departmental approval, a student must obtain letters of endorsement from any three of the full-time psychology faculty.

Academic and Professional Standards: An average of B is required for all courses attempted in the program. Dismissal is probable for the student whose GPA shows a deficit of greater than 10 quality points at any time during the program. Work with a grade of U may be repeated once if the student's committee so recommends.

In addition to the usual academic challenges, students must demonstrate personal maturity, emotional stability, social competence, ethical standards, and demeanor befitting a psychologist. These dimensions are assessed formally when the student requests letters of endorsement from the faculty, during each internship, and during each quarter as a student assistant. Failure to obtain letters of endorsement precludes admission to candidacy or assignment to internship. Unacceptable performance on an internship or an assistantship may also be grounds for termination at the discretion of the faculty.

Comprehensive Examinations: Comprehensive examinations are an integral part of each candidate's program of study. Consisting of both written and oral components, the examination seeks to measure the candidate's knowledge of and competency in the field of psychology. The admissibility of all candidates to the comprehensive examination will be determined on the basis of the criteria in effect at the time a date is set for the examination.

Time Limit: Only course work completed within the six calendar years before completion of degree requirements will apply toward graduation.

Typical Plan of Study: Course sequences vary somewhat among students. The following may be considered representative of a student completing the program in six or seven consecutive quarters:

Year I

Fall: Psychological Assessment I (615)
Behavior Pathology (637)
Proseminar I (601, required)
(Make committee selections.)
Winter: Psychological Assessment II (616)
Experimental Design (651, required)
Proseminar II (602, required)
(Develop a formal plan of study and file for admission to candidacy.)
Spring: Conditioning and Learning (623)
Counseling/Clinical Psychology (665)
Proseminar III (603, required)
Summer: Personality (624)
Group Process (690)
Internship (696, 697, or 698) or Research/Thesis (699)

Year II

Fall: Behavior Therapy (630) or History and Systems of Psychology (605)
Internship (696) or Research and Thesis (699) or Special Problems (698)
Winter: Industrial-Organizational Psychology (644) or Biopsychology (625)
Internship (696) or Research and Thesis (699) or Special Problems (698)
(Take comprehensive exams, submit graduation application.)
Spring: Social Psychology (673) or Developmental Psychology (612)
Internship (696, 697, or 698) or Research and Thesis (699) or Special Problems (698)

Contact: Director of Graduate Studies, Department of Psychology (737-1694)

Psychology:

Minor in Psychology

Prerequisite

Psychology 101, Principles of Psychology (Grade of C required) 5

Upper Division Courses 25

Complete five upper-division psychology courses with a "C" or better. Consult with a psychology advisor in selecting these courses, because there are a number of combinations of courses which emphasize specific educational or vocational goals.

Total Upper Division Hours for the Psychology Minor 25

Contact: Department of Psychology (737-1694)

Secondary Education: Undergraduate Programs

B.A. and B.S. Degrees

Leading to Certification in Secondary Education

Augusta College offers integrated undergraduate programs that lead to a bachelor's degree in a subject area and certification to teach that area in secondary schools. For more information, look up your subject area in this section of the catalog, or contact an advisor in the department offering the area, as follows:

Subject Area

Department to Contact

| | |
|-------------------|---|
| Biology | Biology (737-1539) |
| Chemistry | Chemistry and Physics (737-1541) |
| English | Languages and Literature (737-1500) |
| French | Languages and Literature (737-1500) |
| History | History and Anthropology (737-1709) |
| Mathematics | Mathematics and Computer Science (737-1672) |
| Music | Fine Arts (737-1453) |
| Physical Science | Chemistry and Physics (737-1541) |
| Physics | Chemistry and Physics (737-1541) |
| Political Science | Political Science and Philosophy (737-1710) |
| Spanish | Languages and Literature (737-1500) |

Secondary Education M.Ed. Programs: see the following pages. Also see below, "Specialist's Degree Programs."

Secondary Education: English

Master of Education with a Major in Secondary Education

The Master of Education program is designed for the teacher who wishes to become a master teacher with the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performances. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Admission to the program: General M.Ed. admission requirements are set forth on the first page of the "How to Enroll at Augusta College" section of this catalog. Students who have not completed at least 35 hours of undergraduate English courses will be required to do so prior to enrolling in graduate courses required for the degree, unless they have received prior written consent from the Chair of the Department of Languages and Literature. No English course taken for undergraduate credit may be retaken (even under its graduate number) for graduate credit.

Program Requirements: Courses must be selected in consultation with advisors in the School of Education and Languages and Literature Department. An overall GPA of not less than 3.0 is required on all graduate work attempted at Augusta College. All course work must be completed within seven years of the first enrollment that is applicable to the degree program. A course in the education of exceptional children is required unless completed at the undergraduate level.

Oral Examination: M.Ed. candidates will stand a comprehensive oral examination in the last quarter of their programs. They should procure the English information sheet and reading list from the Department of Languages and Literature and the Department of Teacher Education at least one month before the examination is to be held.

Requirements for Admission to Candidacy

1. Certification by the Dean of the School of Education of the student's eligibility for the Georgia T-4 Certificate. Students not seeking certification must file a statement of intent with the application for admission to candidacy.
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his or her choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.

Professional Education Courses

| | |
|--|------|
| Education 614 (Advanced Educational Psychology) | 5 |
| Education 658 (Techniques of Research) or 705 (Statistical Methods in Education) | 5 |
| Education 637 (Advanced Curriculum Development) | 5 |
| Education 675 (Reading in the Content Areas) | 0-5 |
| (If such a course was not taken at the undergraduate level) | |
| Electives (subject to Education advisor approval) | 5-10 |

English

English 620 (English Language II: Modern Grammatical Systems)

At least one course in each of the following fields:

| | |
|---------------------------|--|
| American Literature | Research (700-level course requiring equivalent of a 20-pg paper beyond the undergraduate requirement) |
| English Literature | |
| Genre or World Literature | |

Courses required if no equivalent undergraduate credit was earned in each area:

- English 605 (Literary Criticism)
- English 610 (Teaching High School English)
- English 615 (English Language I)
- English 625 (History and Structure of the English Language)

Electives as needed to make up the total of 40 hours in English

Total Hours for the Degree (At least 45 must be taken at Augusta College.) 60-65

Contact Departments: Teacher Education (737-1496), English (737-1500)

Secondary Education: Mathematics

Master of Education with a Major in Secondary Education

The Master of Education program is designed for the teacher who wishes to become a master teacher with the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performances. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Admission requirements are set forth on the first page of the "How to Enroll at Augusta College" section of this catalog.

Courses must be selected in consultation with advisors in the School of Education and Mathematics Department. An overall GPA of not less than 3.0 is required on all graduate work attempted at Augusta College. All course work must be completed within seven years of the first enrollment that is applicable to the degree program. A course in the education of exceptional children is required unless completed at the undergraduate level.

Requirements for Admission to Candidacy

1. Certification by the Dean of the School of Education of the student's eligibility for the Georgia T-4 Certificate. Students not seeking certification must file a statement of intent with the application for admission to candidacy.
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his or her choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.

Professional Education Courses

| | |
|---|-------|
| Education 614 (Advanced Educational Psychology) | 5 |
| Education 658 (Techniques of Research and Instruction) or 705 (Statistical Methods in Education) | 5 |
| Education 637 (Advanced Curriculum Development) | 5 |
| Electives (subject to Education advisor approval) | 10-15 |

Mathematics

| | |
|---|----|
| Mathematics 611 (Foundations of Mathematics) | 40 |
| Mathematics 621 (Abstract Algebra I) | |
| Courses required if no undergraduate credit was earned in the area: | |
| 401 (Mathematical Analysis I) | |
| 441 (History of Mathematics) | |
| 431 (Modern Geometry) | |
| 625 (Mathematical Statistics) | |
| Computer Science 605 (Problem Solving and Programming I) | |
| Mathematics Electives as needed to complete the 40-hour requirement | |

Total Hours for the Degree

65-70

(At least 45 of these hours must be taken at Augusta College.)

Contact: Department of Teacher Education (737-1496)

Secondary Education: Social Sciences

Master of Education with a Major in Secondary Education

The Master of Education program is designed for the teacher who wishes to become a master teacher with the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performances. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Admission requirements are set forth on the first page of the "How to Enroll at Augusta College" section of this catalog.

Courses must be selected in consultation with an advisor in the School of Education and an advisor in a social sciences department. An overall GPA of not less than 3.0 is required on all graduate work attempted at Augusta College. All course work must be completed within seven years of the first enrollment that is applicable to the degree program. A course in the education of exceptional children is required unless completed at the undergraduate level.

Requirements for Admission to Candidacy

1. Certification by the Dean of the School of Education of the student's eligibility for the Georgia T-4 Certificate. Students not seeking certification must file a statement of intent with the application for admission to candidacy. If this program constitutes a new teaching field, the candidate must also complete all required courses for the T-4 certificate.
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his or her choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.

Professional Education Courses

| | |
|--|-------|
| Education 614 (Advanced Educational Psychology) | 5 |
| Education 658 (Techniques of Research and Instruction) | |
| or 705 (Statistical Methods in Education) | 5 |
| Education 637 (Advanced Curriculum Development) | 5 |
| Electives (subject to Education advisor approval) | 10-15 |

Social Sciences

Select twenty hours of courses from the following fields:

| | |
|------------|-------------------|
| Economics | Political Science |
| History | Psychology |
| Philosophy | Sociology |

Select ten further hours of courses in History

Select ten further hours of courses in Political Science

Total Hours for the Degree

(At least 45 of these hours must be taken at Augusta College.)

65-70

Contact: Department of Teacher Education (737-1496)

Social Science:

Minor in Social Science

This is one of the minors approved for students majoring in Elementary Education (see under Early Childhood Education and Middle Grades Education).

Prerequisites

History 115, 116 (Western Civilization I, II)

Upper Division Courses

History 211, 212

Philosophy 101

Psychology 311 (Child Psychology) or 337 (Abnormal Psychology)

Total Upper-Division Hours for the Social Science Minor

25

Contact: Department of Teacher Education (737-1496)

Social Work:

Minor in Social Work

This program provides preparation for students who plan to work in social service careers or enroll in graduate schools of social work, and for those who are already employed in social service and want to improve their skills. It also provides supplemental study for persons involved in related areas of ministry, law, nursing, psychology, social administration, correction, public recreation programs, and health service administration.

Prerequisite

Social Work 111 (Introduction to Social Work) or
Social Work 234 (Introduction to Social Welfare)

5

Upper Division Courses (A "C" or better is required in all these courses.) **25**

Twenty-five upper division hours in Social Work or closely related areas that are recommended by the Council of Social Work Education for undergraduate Social Work students, as follows:

Social Work 346 (Methods of Social Work)

Social Work 358 (Field Placement)

Select 15 hours from the following courses:

Social Work 322 (Agencies and Services)

Social Work 421 (Gerontology)

Social Work 495 (Selected Topics)

Social Work 496 (Undergraduate Internship)

Psychology 337, Abnormal Psychology (for non-Psychology majors)

Sociology 441, Racial and Ethnic Minority Groups in the U.S., or Sociology 303, Sociology of the Family (for non-Sociology majors)

Contact: Department of Sociology (737-1735)

Sociology: Bachelor of Arts with a Major in Sociology

Sociology is the study of social interaction at two basic levels, the micro and the macro. The Sociology Department helps students explore and develop an understanding of these levels and the relationship between them. Its purposes are to:

1. Orient students to the social structure and social processes of their society.
2. Develop further their appreciation of and respect for the diversity of human groups, social structures, and social processes throughout the world.
3. Stimulate constructive analysis of social structure and process within the substantive areas of the disciplines represented in the department.
4. Encourage further research in these areas.
5. Develop in students the knowledge and skills of the respective disciplines in ways that enhance functioning in daily life, improve and expand employment opportunities, and/or prepare the student for graduate training in sociology.

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

Core Curriculum Area IV

| | |
|--|----|
| Sociology 101 (Introduction to Sociology) with at least a "C" | 5 |
| Mathematics 221 (Elementary Statistics) | 5 |
| Either Computer Science 205 (Introductions to Computers and Programming) or Management Information Systems 210 | 5 |
| Select 3 of the following courses: | 15 |
| Anthropology 101 (Introductory Anthropology) | |
| Anthropology 201 (Cultural Anthropology) | |
| Economics 205 (Basic Economics) | |
| Psychology 101 (Principles of Psychology) | |
| Sociology 202 (Social Problems Analysis) with at least a "C" | |
| Sociology 221 (Introduction to Marriage and the Family) | |
| Social Work 111 (Introduction to Social Work) | |
| Social Work 234 (Introduction to Social Welfare) | |

Lower-Division Courses Required If Not Taken in the Core Curriculum 0-5
 Sociology 202 with at least a "C"

Major Concentration (A grade of C or better is required in all major courses.)

| | |
|--|----|
| Sociology 380 (Sociological Theory) | 5 |
| Sociology 381, 382 (Methods in Social Research I, II) | 10 |
| A 300- and 400-level course from a departmentally designated track | 10 |
| Select 4 more approved sociology courses at the 300/400 level | 20 |

Minor in another subject 25-29

Electives 10-15

Graduation Requirements

| | |
|---|---|
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 (Beginning Oral Presentation) | |
| or 101 (Fundamentals of Speech) | 2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |

Total Hours Required for the Degree 187-198

Contact: Department of Sociology (737-1735)

Sociology/Criminal Justice:

Bachelor of Arts, Major in Sociology, Criminal Justice Option

This program prepares for careers in law enforcement, the courts, and corrections at both the juvenile and adult levels. Majors must demonstrate competence in basic sociological concepts before admission to 300/400 level sociology courses.

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60
Core Curriculum Area IV

Sociology 101 (Introduction to Sociology) with at least a "C" 5
 Mathematics 221 (Elementary Statistics) 5

Either Computer Science 205 (Introductions to Computers and Programming) or Management Information Systems 210 5

Select 3 of the following courses: 15

Anthropology 101 (Introductory Anthropology)

Anthropology 201 (Cultural Anthropology)

Economics 205 (Basic Economics)

Psychology 101 (Principles of Psychology)

Sociology 202 (Social Problems Analysis)

Sociology 221 (Introduction to Marriage and the Family)

Social Work 111 (Introduction to Social Work)

Social Work 234 (Introduction to Social Welfare)

Lower-Division Courses Required If Not Taken in the Core Curriculum 10-15

Criminal Justice 103 (Introduction to Criminal Justice) with at least a "C"

Sociology 202 (Social Problems Analysis) with at least a "C"

Political Science 204 (Society, Law, and the Criminal)

Major Concentration (A grade of C or better is required in all major courses.)

Sociology 330 (Social Deviance) 5

Sociology 431 (Criminology) or 432 (Juvenile Delinquency) 5

Criminal Justice 229 (Introduction to Police Science)

or 333 (Prisons, Community Corrections, and Society) 5

Political Science 304 (The Judicial Process) 5

Political Science 412 (Governmental Organization and

Administrative Theory) 5

Sociology 380 (Sociological Theory) 5

Sociology 381, 382 (Methods in Social Research I, II) 10

One Sociology elective 5

Minor in another subject 20-29

Electives 0-8

Graduation Requirements

Completion of at least 70 hours of course work at the 300- and 400-level. 0-5

Humanities 323 (The Modern World) 5

Communications/Speech 100 (Beginning Oral Presentation) 2

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Total Hours Required for the Degree 187-192

Contact: Department of Sociology (737-1735)

Sociology:

Minor in Sociology

It is the responsibility of the student to initiate and maintain contact with the major advisor to insure supervision of the proper selection and sequence of courses. A minimum grade of C is required in all prerequisites and upper division courses.

Prerequisites

Sociology 101 (Introduction to Sociology) with at least a "C"
(This course is a prerequisite for all 300/400 Sociology courses.)5

*Upper Division Courses*25

Take five approved 300/400 level courses in Sociology. Since there are a number of combinations of courses which emphasize specific educational and/or vocational goals, consultation with a sociology adviser is recommended.

Contact: Department of Sociology (737-1735)

Spanish:

Minor in Spanish

Prerequisites

Spanish 111 is prerequisite for Spanish 494. Spanish 202 is prerequisite for all other 300/400 level Spanish courses except 461, 462, and 490.

Upper Division Courses (A "C" or better is required in all these courses.)20

Complete 20 hours of Spanish courses at the 300/400 level.

Contact: Department of Languages and Literature (737-1500)

Spanish: Bachelor of Arts with a Major in Spanish

Core Curriculum Areas I, II, and III for the B.A. Degree (See p. 101) 60

Core Curriculum Area IV 30

Spanish through the 202 level (10-20 hours)

(Must not include hours taken to remedy C.P.C. deficiency.)

Communications/Speech 101, Fundamentals of Speech (5 hours)

Select 5-15 hours from the following courses:

German, French, Latin 111, 112, 201, 202

Anthropology 201 (Cultural Anthropology)

Communications 200 (Introduction to Communications)

Communications/Drama 250 (Theatre Performance)

Communications/Drama 251 (Theatre Production)

Economics 205 (Basic Economics)

History 115, 116 (Western Civilization I, II)

Music 105, 225 (Music Literature, Music Appreciation)

Philosophy 101 (Introduction to Philosophical Issues)

Sociology 101 (Introduction to Sociology)

Major Concentration (A grade of C or better is required in all major courses.)

Spanish 311 (Conversational Spanish) 5

Select two of the following courses: 10

Spanish 320, 321 (Survey of Spanish Literature I, II)

Spanish 322, 323 (Survey of Spanish American Literature I, II)

Spanish 325 (Spanish Phonetics) 5

Select 25 hours of Spanish courses at the 300/400 level. 25

Minor in another subject 20-29

Electives 11-20

Graduation Requirements

Humanities 323 (The Modern World) 5

Physical Education 7

(Must include Physical Education 191 and one aquatics course)

Total Hours Required for the Degree 187

Contact: Department of Languages and Literature (737-1500)

Spanish—P-12 Teaching:

Bachelor of Arts with a Major in Spanish and Minor in Education
Completion of this program qualifies one to teach in preschool through 12th grade.

| | |
|--|-----|
| <i>Core Curriculum Areas I, II, and III for the B.A. Degree</i> (See p. 101) | 60 |
| <i>Core Curriculum Area IV</i> | 30 |
| Spanish through the 202 level (10-20 hours) (Must not include hours taken to remedy C.P.C. deficiency.) | |
| Education 205, Philosophical and Historical Foundations (5 hours) | |
| Education 206, Growth and Development (5 hours) | |
| Select 0-10 hours from the following courses: | |
| German, French, Latin 111, 112, 201, 202 | |
| Anthropology 201 (Cultural Anthropology) | |
| Communications 200 (Introduction to Communications) | |
| Communications/Drama 250 (Theatre Performance) | |
| Communications/Drama 251 (Theatre Production) | |
| Economics 205 (Basic Economics) | |
| History 115, 116 (Western Civilization I, II) | |
| Music 105, 225 (Music Literature, Music Appreciation) | |
| Philosophy 101 (Introduction to Philosophical Issues) | |
| Psychology 101 (Principles of Psychology) | |
| Sociology 101 (Introduction to Sociology) | |
| <i>Major Concentration</i> (A grade of C or better is required in all major courses.) | |
| Spanish 311 (Conversational Spanish) | 5 |
| Spanish 312 (Spanish Composition) | 5 |
| Select one of the following courses: | 5 |
| Spanish 316, 317 (Spanish American Culture I, II) | |
| Spanish 318 (Spanish Culture) | |
| Select one of the following courses: | 5 |
| Spanish 320, 321 (Survey of Spanish Literature I, II) | |
| Spanish 322, 323 (Survey of Spanish American Literature I, II) | |
| Spanish 325 (Phonetics) | 5 |
| Spanish 461 (Methods and Materials for Teaching Foreign Language in the Elementary School) | 5 |
| Spanish 462 (Methods and Materials for Teaching Foreign Language in the Secondary School) | 5 |
| Select 15 hours of Spanish courses at the 300/400 level | 15 |
| <i>Professional Education Sequence</i> | |
| Education 335 (Elementary School Curriculum) | 5 |
| Education 434 (Secondary Student Teaching) | 15 |
| Education 440 (Education of Exceptional Children) | 5 |
| Education 475 (Reading in the Content Areas) | 5 |
| Education 493 (Seminar in Education, K-12) | 5 |
| <i>Graduation Requirements</i> | |
| Humanities 323 (The Modern World) | 5 |
| Communications/Speech 100 (Beginning Oral Presentation) | 2 |
| Physical Education | 7 |
| (Must include Physical Education 191 and one aquatics course) | |
| <i>Total Hours Required for the Degree</i> | 189 |

Contact: Department of Languages and Literature (737-1500)

Special Education:

Bachelor of Science in Education, Major in Special Education

This program leads to a professional certificate to teach the retarded child at all levels. Besides work specifically pertaining to mental retardation, there are many supporting courses found in the elementary curriculum. The teacher of the retarded must be very familiar with the child of average intellectual ability as well as the mentally retarded child, in order that comparisons and adaptations of methods be made.

Core Curriculum Areas I, II, and III for the B.S. Degree (See p. 101) 60

Core Curriculum Area IV 30

Education 202, Foundations of Education ("C" or better required)

Education 203 (Human Development in the Educative Process)

Communications/Speech 101 (Fundamentals of Speech)

Foreign Languages 111, 112, 201, 202: 10-hour sequence required if 2 high-school units in a given foreign language have not been earned.

Select one or three courses from the following:

Psychology 101 (recommended)

History 115, 116, 211, 212

Anthropology 101, 201

Mathematics 109, 115, 201

Art 102, 103, 131

Music 111, 112, 113

Biology 101, 102

Political Science 201

Chemistry 105, 106, 121, 122

Philosophy 101

Computer Science 205, 235

Physical Science 101, 102

Economics 205, 251, 252

Sociology 101

Geology 101

Major Concentration (A grade of C or better is required in all major courses.)

Education 203 (Human Development in the Educative Process)

Education 304 (Educational Psychology) 5

Education 335 (Elementary School Curriculum) 5

Education 343 (Parent Education) 5

Education 352 (Teaching Language Arts), 355 (Teaching Mathematics) 10

Education 434 (Student Teaching: K-12), 493 (Seminar in Education: K-12) 20

Education 438 (Management of Exceptional Children) 5

Education 439 (Practicum with Trainable and Severely Mentally Retarded) 5

Education 440 (Education of Exceptional Children) 5

Education 461 (Introduction to Mental Retardation) 5

Education 462 (Materials & Methods for Teaching the Mentally Retarded) 5

Education 471 (The Teaching of Reading) 5

Education 472 (Diagnostic-Prescriptive Reading Instruction) 5

Art 351 (Art Education, K-8; Teaching) 5

or Music 351 (Kindergarten and Elementary School Music)

or Health and Physical Education 488 (Adapted Physical Education)

Select one course from the following: 5

Education 330 (Early Elementary Education)

Education 353 (Teaching Science)

Education 354 (Teaching Social Studies)

Education 404 (Educational Measurement)

Education 495 (Selected Topics)

Mathematics 425 (Fundamental Arithmetic Ideas, Elementary Teachers)

Health and Physical Education 351, 488; Art 351, Music 351

Psychology 337 (Abnormal Psychology)

Graduation Requirements

Humanities 323 (The Modern World) 5

Physical Education (Include Physical Education 191 & one aquatics course) 7

Total Hours Required for the Degree 212

Contact: Department of Teacher Education (737-1496)

Special Education (Behavior Disorders):

Master of Education with a Major in Special Education

The Master of Education program is designed for the teacher who wishes to become a master teacher with the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performances. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Admission requirements are set forth on the first page of the "How to Enroll at Augusta College" section of this catalog.

Courses must be selected in consultation with a School of Education advisor. An overall GPA of no less than 3.0 is required on all graduate work attempted at AC. All course work must be completed within 7 years of the first enrollment applicable to the degree program.

Requirements for Admission to Candidacy

1. Certification by the Dean of the School of Education of the student's eligibility for the Georgia T-4 Certificate. Students not seeking certification must file a statement of intent with the application for admission to candidacy.
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his or her choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.

Course Requirements

| | |
|--|------|
| Required if not previously completed at graduate or undergraduate level | 0-20 |
| Education 571 (Teaching of Reading) | |
| Education 440, 640 (Education of Exceptional Children) | |
| Education 638 (Management of Exceptional Children) | |
| Required unless currently certified in Special Education: | 0-5 |
| Education 682, Methods & Materials for Teaching the Learning Disabled | |
| Education 614 (Advanced Educational Psychology) or 604 (Tests and Measurement) | 5 |
| Education 685 (Curriculum and Methods: Behavior Disorders) | 5 |
| Education 616 (Teacher-Student Relations) | 5 |
| Education 617 (Psychopathology of Children and Adolescents with Behavior Disorders) | 5 |
| Education 684 (Characteristics of Behavior-Disordered Children and Youth) | 5 |
| Education 722 (Educational Assessment of the Learner) | 5 |
| Education 737, 737 (Practicum in Behavioral Disorders I, II) | 10 |
| Education 658 (Techniques of Research and Instruction) | |
| or 700 (Methods of Educational Research) | 5 |
| Electives (15 hours from the following, advisor approval required) | 15 |
| Education 590 (Guidance for Exceptional Children) | |
| Education 603 (Development of Young Children) | |
| Education 682 (Methods and Materials for Teaching Children and Youth with Learning Disabilities) | |
| Education 639 (Advanced Behavior Management) | |
| Education 652 (Development of Language and Communication Skills) | |
| Education 694 (Instructional Strategies: Computers) | |
| Education 662 (Creative Thinking and Problem Solving) | |
| Education 672 (Diagnosis and Correction of Reading Problems) | |
| Other relevant courses in area of counseling | |

Total Hours for the Degree (At least 45 must be taken at AC) 60-85

Contact: Department of Teacher Education (737-1496)

Special Education (Interrelated):

Master of Education with a Major in Special Education

The Master of Education program is designed for the teacher who wishes to become a master teacher with the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performances. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Admission requirements are set forth on the first page of the "How to Enroll at Augusta College" section of this catalog.

Courses must be selected in consultation with a School of Education advisor. An overall GPA of not less than 3.0 is required on all graduate work attempted at Augusta College. All course work must be completed within seven years of the first enrollment that is applicable to the degree program.

Requirements for Admission to Candidacy

1. Certification by the Dean of the School of Education of the student's eligibility for the Georgia T-4 Certificate. Students interested in the area of retardation but having no intention of seeking certification must file a statement of intent with the application for admission to candidacy.
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his or her choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.

In addition to the program outlined below, students must satisfy Georgia requirements for certification and have Education 440/640 (Education of Exceptional Children) or its equivalent, and Education 471/571/671 (Teaching of Reading) or its equivalent.

Professional Core

- Education 614 (Advanced Educational Psychology) 20
- Education 722 (Assessment of the Learner)
- Education 638 (Management of Exceptional Children) or 639 (Advanced Behavior Mgt)
- Education 700 (Methods of Education Research) or 658 (Techniques of Research)

Learning Disabilities Studies

- Education 681 (Characteristics of the Learning Disabled) 45
- Education 682 (Methods & Materials for Teaching the Learning Disabled)
- Education 683 (Practicum with Learning Disabled Children & Youth)

Behavior Disorders Studies

- Education 684 (Characteristics of Behaviorally Disordered Children & Youth)
- Education 685 (Methods & Materials for Children & Youth with Behavior Disorders)
- Education 737A (Practicum with Exceptional Children - Behavior Disorders)

Mental Retardation Studies

- Education 721 (Biological & Cultural Aspects of Mental Retardation)
- Education 591 (Devel. of Curricula for Exceptional Children—Mental Retardation)
- Education 737B (Practicum with Exceptional Children - Mental Retardation)

Related Elective Courses (Select one course with advisor)

- Education 640 (Education of Exceptional Children) 5
- Education 652 (Development of Language and Communication Skills)
- Education 616 (Teacher-Student Relations)
- Education 590 (Guidance of Exceptional Children)
- Education 639 (Advanced Behavior Management, Education 638 prerequisite)
- Education 592 (Language Arts for Exceptional Children)
- Education 737A (2nd practicum with Exceptional Children - Behavior Disorders)
- Education 617 (Psychopathology of Children & Adolescents with Behavior Disorders)
- Education 690 (Readings & Research in Education of Exceptional Children & Youth)

Minimum Hours for the Degree

70

Contact: Department of Teacher Education (737-1496)

Special Education (Learning Disabilities):

Master of Education with a Major in Special Education

The Master of Education program is designed for the teacher who wishes to become a master teacher with the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performances. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Admission requirements are set forth on the first page of the "How to Enroll at Augusta College" section of this catalog.

Courses must be selected in consultation with a School of Education advisor. An overall GPA of not less than 3.0 is required on all graduate work attempted at AC. All course work must be completed within 7 years of the first enrollment applicable to the degree program.

Requirements for Admission to Candidacy

1. Certification by the Dean of the School of Education of the student's eligibility for the Georgia T-4 Certificate. Students not seeking certification must file a statement of intent with the application for admission to candidacy.
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his or her choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.
4. If this program constitutes a new teaching field, these courses are also required: Education 440, 640 (Education of Exceptional Children); Education 461 (Introduction to Mental Retardation).

Professional Core: 15

- Education 614 (Advanced Educational Psychology)
- Education 591 (Development of Curricula for Exceptional Children)
- Education 700 (Methods of Educational Research)

Teaching Field 30

- Education 681 (Characteristics of the Learning Disabled)
- Education 682 (Methods and Materials for Teaching the Learning Disabled)
- Education 683 (Practicum with Learning Disabled Children and Youth)
- Education 722 (Educational Assessment of the Learner)
- Education 638 (Management of Exceptional Children)
or 639 (Advanced Behavior Management)
- Education 672 (Diagnosis and Correction of Reading Disabilities)

Related Courses (select two courses with advisor) 10

- Education 640 (Education of Exceptional Children)
- Education 571 (Teaching of Reading)
- Education 652 (Development of Language and Communication Skills)
- Education 616 (Teacher-Student Relations)
- Education 590 (Guidance for Exceptional Children)
- Education 592 (Language Arts for Exceptional Children)

Electives 5

Total Hours for the Degree (At least 45 must be taken at AC) 60

Contact: Department of Teacher Education (737-1496)

Special Education (Mental Retardation):

Master of Education with a Major in Special Education

The Master of Education program is designed for the teacher who wishes to become a master teacher with the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performances. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Admission requirements are set forth on the first page of the "How to Enroll at Augusta College" section of this catalog.

Courses must be selected in consultation with a School of Education advisor. An overall GPA of not less than 3.0 is required on all graduate work attempted at Augusta College. All course work must be completed within seven years of the first enrollment that is applicable to the degree program.

Requirements for Admission to Candidacy

1. Certification by the Dean of the School of Education of the student's eligibility for the Georgia T-4 Certificate. Students interested in the area of retardation but having no intention of seeking certification must file a statement of intent with the application for admission to candidacy.
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his or her choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.
4. If this program constitutes a new teaching field, these courses are also required: Education 440, 640 (Education of Exceptional Children); Education 461 (Introduction to Mental Retardation).

Course Requirements

| | |
|--|---|
| Education 590 (Guidance for Exceptional Children and Youth) | 5 |
| Education 591 (Development of Curricula for Exceptional Children) | 5 |
| Education 592 (Language Arts for Exceptional Children) | 5 |
| Education 604 (Tests and Measurement) | 5 |
| Education 650 (Problems in Mental Retardation and Cultural Deprivation) | 5 |
| Education 690 (Readings and Research in Education of Exceptional Children and Youth) | 5 |
| Education 721 (Biological and Cultural Aspects of Mental Retardation) | 5 |
| Education 722 (Educational Assessment of the Learner) | 5 |
| Education 737 (Practicum with Exceptional Learners: Mental Retardation) | 5 |
| Education 638 (Management of Exceptional Children) or Education 639 (Advanced Behavior Management) | 5 |
| Education 700 (Methods of Educational Research) | 5 |
| Electives (Must be approved in advance) | 5 |

Minimum Hours for the Degree

(At least 45 of these hours must be taken at Augusta College.)

60

Contact: Department of Teacher Education (737-1496)

Special Education Certification

Certification in Behavior Disorders

| | |
|--|-----------|
| Education 684 | 5 |
| (Characteristics of Behaviorally Disordered Children and Youth) | |
| Education 685 | 5 |
| (Methods and Materials for Children and Youth with Behavior Disorders) | |
| Education 638(Management of the Exceptional Child) | 5 |
| Education 737 (Practicum with Exceptional Learners: BD) | 5 |
| <i>Total Hours for Certification in Behavior Disorders</i> | 20 |

Concentration in Interrelated

For certification in interrelated, the course requirements of the concentration must include a 15 hour sequence in one area of special education which the student does not have and 10 hours in a second area of special education which supports or adds another area.

Contact: Department of Teacher Education (737-1496)

Specialist's Degree Programs:

Specialist in Education (Ed.S), Various Majors

The Specialist in Education degree is a self-contained degree program. It provides advanced study for those preparing for positions which call for a higher level of competence and specialization than that of the master's degree, but without the heavy emphasis on research of the doctor's degree.

The goal of the program is to add depth and breadth to the skills and knowledge focused upon in the student's Master of Education program. The objectives of this further study are to provide the student with opportunities to become more proficient in teaching strategies, program development, leadership roles, scholarly investigation, and academic area.

Majors in this program include early childhood education; health and physical education; middle grades education; secondary education with teaching fields in English, mathematics, and social sciences; special education; administration and supervision, and counselor education.

To be eligible for six-year certification, the student must have three years of acceptable school experience.

Admission Criteria: Admission to the Specialist in Education degree program is based upon the following criteria: (1) the applicant must hold a master's degree in the intended area of concentration or have sufficient graduate preparation for the intended specialization from a regionally accredited graduate institution. (2) The applicant must have earned not less than a 3.0 grade point average in all graduate work attempted. (3) The minimum test scores are 450 on the verbal subtest and 450 on the quantitative subtest of the GRE General Aptitude Test, and 48 on the Miller Analogies Test. The scores must not be more than five years old. The Ed.S. program in Educational Administration and Supervision will accept students who have completed all admission criteria during the fall and winter quarters only. Advisory meetings and mandatory orientations will take place during the winter and summer quarters.

Admission Appeal: Students denied admission to the Ed.S. program may submit a written request to the Dean of the School of Education for review of their application by the Specialist in Education appeals committee. The committee will require the appealing student to submit additional evidence to include satisfactory completion of a comprehensive written exam. Additional evidence may be submitted by the student and the institution and could include scores on other standardized tests and records of exemplary academic and professional achievement.

Minimum Requirements for Ed.S. Degree Completion: Only courses taken after full admission to the Specialist in Education degree program may be used to fulfill program/course requirements for the Specialist in Education degree. A student must earn an overall grade point average of not less than 3.0 (B) in all graduate work attempted. A student must have taken a minimum of forty-five (45) quarter hours of course work in the Specialist in Education degree program at Augusta College. All requirements for the Specialist in Education degree must be completed within six years, beginning with the first registration for courses on the student's program of study. The appropriate specialty area examination of the National Teachers' Examination will be used as the comprehensive exit exam for all Ed.S. programs. The School of Education reserves the right to add additional requirements for the Specialist in Education degree.

Program of Study: The program of study will be designed by the major professor with the advice and approval of the student's advisory committee. The program will consist of a minimum of 45 quarter hours of study at the graduate level beyond the master's degree. Each student's program will be planned in such a way that the master's program and the specialist in education program together will satisfy the following minimum requirements:

Area "A" - Psychological and/or Sociological Foundations (minimum of 10 quarter hours with 5 quarter hours at Ed.S. level)

Area "B" - Curriculum, Methods of Problems of Teaching (minimum of 15 quarter hours with 5 quarter hours at Ed.S. level)

Area "C" - Subject matter or content (minimum of 50 quarter hours with 25 quarter

hours at Ed.S. level)

Area "D" - Research (minimum of 10 quarter hours with 5 quarter hours at Ed.S. level)
In order for graduate work to be eligible for inclusion in a program of study, it must have been taken after the student's admission to the Specialist in Education degree program. The work earned in non-degree study categories such as post-baccalaureate or post-graduate may not be applied to programs of study leading to the Specialist in Education degree.

Advisement: Upon admission to graduate study for the Specialist in Education degree, a student's advisory committee will be assigned. The committee shall consist of the student's major professor assigned by the Dean of the School of Education and two other faculty members selected by the student in consultation with the major professor.

The major professor, with the advice and approval of the student's advisory committee, shall plan the program with due regard to the data available from a diagnostic appraisal of the student's strengths and weaknesses in the area of specialized preparation. The diagnostic appraisals of educational needs will be based on analyses of records of the student's preparation and experience, results of routine and special examinations, and interview data. The advisory committee may require the student to undergo such additional examinations and appraisals and to furnish such additional data relative to his/her competence as may seem appropriate in each case.

Admission to Candidacy: Upon completion of twenty to twenty-five hours of credit earned, it is the responsibility of the student to see that an application for admission to candidacy is filed with the Dean of the School of Education. This application is a certification by the Student's major professor and the advisory committee that the student has demonstrated the ability to do acceptable graduate work in the chosen field and has made normal progress toward the degree. The specific requirements for admission to candidacy are listed below:

- a. Certification by the Dean of the School of Education that the student is eligible for the appropriate Georgia T-5 certificate or equivalent. (Students who are not seeking certification must file a statement of intent with the application for admission to candidacy.)
- b. All requirements set as a condition to admission have been completed.
- c. The program of study has been approved by the major professor, the student's advisory committee, the Dean of the School of Education and filed in the Office of the Registrar.
- d. An average of 3.0 (B) has been maintained in all graduate courses taken and in all completed courses in the program of study (no course with a grade below "C" can be accepted in the program of study).

Required Hours: The Specialist in Education degree requires a minimum of forty-five quarter credit hours of graduate level study beyond the master's degree. The graduate course work used to fulfill this degree requirement must conform to an approved program of study developed in consultation with the student's major professor and with the advice and approval of the student's advisory committee.

Students must be enrolled in a minimum of ten quarter hours each quarter for three consecutive quarters. Full-time employment in a school or college can be used in lieu of five of these quarter hours each quarter.

Residence: If graduate work earned at an accredited institution constitutes a logical part of the student's program, transfer credit may be allowed if recommended by the student's major professor, the student's advisory committee and the Dean of the School of Education. Normally, such transfer of credit cannot exceed ten quarter hours and cannot reduce the residence requirement to less than twenty-five hours. The courses to be transferred may not have been used as part of the requirements for another degree. No grade below 3.0 (B) may be transferred. All requests for transfer credit, with accompanying official transcripts, must be filed in the Office of the Registrar at least 30 calendar days prior to the time the student plans to graduate.

Time: All requirements for the Specialist in Education degree must be completed within seven years, beginning with the first registration for courses in the student's program of study. The student must pass a written and/or oral comprehensive examination.

Contact: Department of Teacher Education (737-1496)

Teacher Support Specialist:

Certification as Teacher Support Specialist

Certification in Supervision of Student Teachers requires 10 quarter hours of graduate work. Students take Fundamentals of Teacher Support (Education 710) and Internship of Teacher Support (Education 712).

Contact: Department of Teacher Education (737-1496)

Veterinary School Pre-Professional Program

Students interested in veterinary medicine should contact the pre-veterinary advisor in the Department of Biology (737-1539).

Vocational Education:

University of Georgia/Augusta College Cooperative Degree Programs in Vocational Education

Vocational education is a major educational thrust in the Augusta College service area. The University of Georgia and Augusta College have entered into a cooperative agreement to offer both the Master's and Specialist's degrees in vocational education. Students majoring in vocational education leadership, agriculture education, business education, health occupations education (master's only), home economics education, industrial arts education, and distributive education as well as trade and industrial education may earn University of Georgia graduate degrees on the Augusta College campus. A brief review of the program designs and requirements follows.

Admission of Students: All students who register for this program must apply to the Graduate School of the University of Georgia for admission in the same manner as other graduate students and be accepted before enrolling for course work. Application for admission to the Graduate School must be received in the Graduate Admissions Office at least thirty (30) days prior to registration.

Programs of Study: Students must plan a program of study for either the Master of Education or the Specialist in Education degree with the assistance/approval of a University of Georgia faculty advisor and obtain the advisor's approval of courses prior to registration. Resident credit will be granted only to courses included in programs leading to the Master of Education degree or the Specialist in Education degree in the fields of vocational education listed above.

Faculty: As a rule, all instruction for resident credit shall be provided by regular appointed faculty of the University of Georgia or full time Augusta College faculty. Whenever needed to meet scheduling demands, the appointment of non-University faculty to teach graduate courses for resident credit shall follow a process similar to that used for actual employment by the University of Georgia.

Course Listings and Credit: The University of Georgia course offerings may be cross-listed with Augusta College. Augusta College course offerings may be cross-listed with the University of Georgia and with prior approval of program advisor may be applied to M.Ed. and Ed.S. degree programs. As much as 20 Augusta College credit hours may be applied to the M.Ed. degree program and as much as 15 Augusta College credit hours may be applied to the Ed.S. degree program from the University. Degrees earned under this agreement will be awarded by the University of Georgia. Brief descriptions of these co-operative degree programs appear below. Additional information may be obtained from:

The Division of Vocational Education
628 Aderhold Hall
College of Education
The University of Georgia
Athens, GA 30602

Master's Degree Programs: The Master's Degree (M.Ed.) program in vocational education at the University of Georgia requires fifty-five (55) quarter hours under Plan A and sixty (60) quarter hours under Plan B. Graduates of these programs receive an M.Ed. degree and are eligible for VE-5 or T-5 Certificates in the appropriate teaching field.

Plan A programs include fifty-five (55) quarter hours divided into four areas of study:

- (a) Psychological and sociological foundations, 5 to 10 hours;
- (b) Curriculum and methods, 10 to 15 hours;
- (c) Content, 25 to 30 hours; and
- (d) Research, 10 hours.

Plan B programs include sixty (60) quarter hours divided into four areas of study:

- (a) Psychological and sociological foundations, 5 to 10 hours;
- (b) Curriculum and methods, 5 to 10 hours;
- (c) Content, 25 hours; and
- (d) Research, 5 hours.

Specialist in Education Degree Programs: The Specialist in Education Degree (Ed.S.) in vocational education or one of the instructional fields in that division, consists of a minimum of forty-five (45) quarter hours of planned study beyond the Master's Degree. Students completing one of these programs will be recommended for VE-6 or T-6 certificates in the appropriate teaching field provided they have previously been issued a comparable certificate at the 5 year level. If credit for a 765 applied research project was not included in the M.Ed. degree program, this course must be included in the Ed.S. degree program of study.

Doctor of Education: The University of Georgia offers the Doctor of Education with a major in Adult Education in the Augusta area. Augusta College cooperates in this undertaking. Please contact the Office of the Augusta College Dean of Education for additional information.

Course Descriptions

The three numbers in parentheses after each course title give the number of hours of lecture, the number of hours of laboratory, and the number of credit hours the course carries. The letter "V" means that hours are variable.

Some course descriptions include information about the quarter when they will be offered, but Augusta College reserves the right to make changes in the course schedule and to cancel any section where enrollment is considered insufficient.

Students who wish to take School of Business Administration courses numbered 300 and above must first complete the Freshman-Sophomore Core Curriculum and the Regents Testing Program.

Accounting 211 (ACC 211)

Principles of Accounting I (5-0-5). An introductory course in financial accounting. The focus is on accounting as a system for reporting business activity. It includes study of the structure of the accounting cycle, the preparation and interpretation of basic financial statements, and the study of fundamental accounting principles. *Prerequisite: MAT 107.*

Accounting 212 (ACC 212)

Principles of Accounting II (5-0-5). An introductory course in managerial accounting. The focus is on accounting as a system for providing information for organizational management. It includes the study of budgeting, break-even analysis, standard costs, and information for decision making. *Prerequisite: Accounting 211.*

Accounting 311 (ACC 311)

Financial Accounting Theory I (5-0-5). The primary emphasis of the course is to provide the student with a thorough understanding of financial accounting theory as it applies to preparation of financial statements. The course includes review of theoretical financial accounting concepts, the concept of present value, and the analysis of asset and liability accounts. *Prerequisite: Satisfactory completion of Accounting 211 and Accounting 212 with a minimum grade of "B" in each course and junior standing.*

Accounting 312 (ACC 312)

Financial Accounting Theory II (5-0-5). This course is a continuation of Accounting 311. The primary emphasis of the course is on financial accounting theory as it relates to basic problem areas in financial report-

ing including long term liabilities, capital structure, investments and the analysis of financial statements. *Prerequisite: Accounting 311 and junior standing.*

Accounting 402 (ACC 402)

Accounting Information Systems (5-0-5). Concepts of analysis, design, implementation, and utilization of accounting information systems. Familiarization with typical forms, documents, and records used in both manual and computerized transaction analysis. Introduction to concepts of internal control structure and auditing. *Prerequisite: Accounting 311 or permission of instructor.*

Accounting 411 (ACC 411)

Cost Accounting (5-0-5). A basic course in cost accounting. The emphasis is on the development of cost systems for organizational planning and control. The course includes study of such areas as analysis of variances, determination of overhead rates, job order and process cost product costing, and direct cost systems. *Prerequisite: Accounting 212 and junior standing.*

Accounting 414 (ACC 414)

Advanced Cost Accounting (5-0-5). Provides the student with an in-depth analysis of managerial-cost concepts and techniques required for developing, analyzing, and interpreting information for organizational planning and control systems. *Prerequisite: Accounting 411.*

Accounting 421 (ACC 421)

Advanced Accounting (5-0-5). The emphasis of this course is the application of accounting theory to specialized problem areas including issues related to income

measurement such as pensions, leases, income taxes, and consolidations. *Prerequisite:* Accounting 312.

Accounting 451 (ACC 451)

Federal Income Taxation (5-0-5). The emphasis of this course is to present a survey of theories and practices governing federal income taxation of individuals and business entities including partnerships and corporations. *Prerequisite:* Accounting 311, or permission of instructor, and junior standing.

Accounting 452 (ACC 452)

Advanced Federal Income Taxation (5-0-5). The emphasis of this course is on tax planning and tax research. *Prerequisite:* Accounting 451.

Accounting 471 (ACC 471)

Auditing (5-0-5). The application of auditing principles to the problems of public accountancy with emphasis upon the adherences to standards and professional ethics. *Prerequisite:* Accounting 312.

Accounting 481 (ACC 481)

Governmental and Institutional Accounting (5-0-5). The focus is on the accounting process in not-for-profit organizations including state, local, and federal governments, hospitals, and schools. The course includes study of the requirements of fund accounting systems, the principles underlying such systems, and the unique budgeting requirements of not-for-profit organizations. *Prerequisite:* Accounting 212 and junior standing.

Accounting 495 (ACC 495)

Selected Topics in Accounting (Variable). *Prerequisite:* Permission of advisor to use in the major area and senior standing. A seminar and/or directed study of a major issue, practice, or problem in accounting.

Accounting 502 (ACC 502)

Financial Accounting for Managerial Control (5-0-5). This course is designed to provide students with: (1) an understanding of basic financial accounting terminology, (2) an overview of the financial accounting process, (3) sufficient grounding in financial accounting to be able to understand and analyze the basic financial statements. *Prerequisites:* Post-baccalaureate or graduate status.

Accounting 602 (ACC 602)

Accounting Systems for Planning and Control (5-0-5). This is a case-oriented course designed to teach the effective use of accounting systems and accounting data in organizational planning and control. *Prerequisites:* Graduate student status, Finance 315, or equivalent courses.

Accounting 695 (ACC 695)

Current Issues in Accounting (Variable). A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisites:* Graduate student status and permission of the Director of Graduate Studies.

Augusta College Orientation 100

Learning Strategies (2-0-2). ACO 100 will acquaint the student with the policies and services of Augusta College. Student development will be enhanced through the teaching of study skills, self-management techniques, library utilization, memory skills, and appropriate classroom behavior. Classroom discussions, values clarification exercises, and standardized testing results will aid the student in making informed decisions about personal goals and choices of major. Credit earned for this course will not count toward hours required for graduation.

Anthropology 101 (ANT 101)

Introductory Anthropology (5-0-5). A general survey of the origins and development of humans, their cultures and societies. Emphasizes human adaption to the environment through biological and cultural development drawing on the findings of archaeological, physical and sociocultural anthropology. Normally offered: Quarterly.

Anthropology 201 (ANT 201)

Cultural Anthropology (5-0-5). Emphasizes and illustrates the importance of cultural variations in understanding human behavior and society, both modern and traditional. Open to beginning students.

Anthropology 301 (ANT 301)

Indians of North America (5-0-5). Examines the origins and cultures of the native peoples of North America. Acquaints students with American Indians as they were before contact with Europeans and traces the impact of the Euro-American expansion on the native societies of North America.

Prerequisite: Anthropology 101 or Anthropology 201 or permission of the instructor.

Anthropology 303 (ANT 303)

Introduction to Archaeology (5-0-5). Examines the theories, methods and techniques used by modern archaeologists to investigate both historic and prehistoric cultures. Emphasizes that archaeology today is not merely the collection of artifacts, but an integrated scientific approach to understanding the past. When feasible, at the instructor's discretion, students may participate in ongoing local research projects. *Prerequisite: Anthropology 101 or Anthropology 201 or permission of instructor.*

Anthropology 305 (ANT 305)

Religion, Culture and Society (5-0-5). Examines the role and function of religious behavior in primitive and modern societies. Emphasizes the range and diversity of religious behavior, including ritual, myth, symbolism, shamanism, cults, witchcraft, magic, religious drug use, religious healing, treatment of the dead, and religion and the life cycle. *Prerequisite: Anthropology 101 or Anthropology 201 or permission of instructor.*

Anthropology 307 (ANT 307)

Sex, Gender and Culture (5-0-5). An examination of the universal human phenomenon of sex-based gender roles cross culturally and through time. The course emphasizes structural and cultural factors bearing on gender roles in historical, primitive, and modern societies. The course also analyzes the interrelationship between societal change and gender role expectations. *Prerequisite: Anthropology 101 or Anthropology 201 and/or permission of instructor.*

Anthropology 314 (ANT 314)

Physical Anthropology (5-0-5). Examines humans as the evolutionary product of the interaction of biological and cultural factors. Emphasizes understanding the adaptive qualities of our species by reference to the fossil record of human evolution, non-human primate behavior, and human variation. *Prerequisite: Anthropology 101 or certain biology courses or permission of instructor.*

Anthropology 416 (ANT 416)

World Ethnology (5-0-5). This course will

use a cross-cultural comparative framework to examine certain universally important forms of human behavior. Such forms include: economic and political behavior, law, religion, myth, magic, social stratification, and child rearing practices. One or a few of these forms will be the focus of the course in any given quarter. *Prerequisites: Permission of instructor or Anthropology 101 or 201.*

Anthropology 490 (ANT 490)

Cullum Lecture Series (V-1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

Anthropology 495 (ANT 495)

Selected Topics (5-0-5). A variable-content course intended to meet the needs of students minoring in anthropology. To be offered by special arrangement in order to cover timely events or other matters of interest which are not part of the regular curriculum. Quarter when offered: To be arranged. *Prerequisite: Upper-class standing and Anthropology 101 or Anthropology 201.*

Anthropology 499 (ANT 499)

Undergraduate Research (Variable). A variable-content course intended to meet the interest and needs of students minoring in anthropology. It will consist of independent research in a selected area of anthropology. May be repeated for credit. Quarter when offered: To be arranged. *Prerequisite: Upper-class standing and Anthropology 101 or Anthropology 201.*

Art 102

Design: Two-Dimensional (5-V-5). Basic introduction of elements and principles of art using a variety of simple media. Normally offered: Twice a year.

Art 103

Design: 3-Dimensional (5-V-5). Fundamentals of form and organization with actual materials in 3-D space. Normally offered: Twice a year.

Art 125 (non-art majors)

Ceramics: General Pottery (5-V-5). Forming, firing, and decorating clay. Normally offered: Fall, Spring.

Art 131

Drawing I: Visual Representation (5-V-5). Fundamentals of drawing concepts utilizing basic drawing media. Normally offered: Normally offered: Twice a year.

Art 141 (non-art majors)

General Painting (5-V-5). Experiences involving basic color use and painting techniques. Life model may be used. Annually.

Art 142 (non-art majors)

Watercolor (5-V-5). Applied basic and experimental techniques with opaque and transparent media. Life model may be used. Normally offered: Spring.

Art 165 (non-art majors)

Photography (5-V-5). Theory and fundamentals of composing, developing and printing black and white photographs.

Art 205

Commercial Design I: Lettering and Layout (5-V-5). Introduction to hand lettering with emphasis on forming, spacing, and visual organization. Normally offered: Annually. *Prerequisite:* Art 102 or permission of instructor.

Art 223

Ceramics I: Introduction to Clay (5-V-5). Forming, firing, and decorating clay. Normally offered: Fall, Spring. *Prerequisites:* Art 102, 103, 131, or permission of instructor.

Art 231

Drawing II: Visual Representation – Intermediate (5-V-5). Continuation of Drawing I. Life model may be used. Normally offered: Fall. *Prerequisite:* Art 102, 103, 131 or permission of instructor.

Art 241

Painting I: Color and Techniques (5-V-5). Experiences involving basic color use and oil painting techniques. Life model may be used. Normally offered: Winter, Spring. *Prerequisites:* Art 102, 103, 131 or permission of instructor.

Art 305

Commercial Design II (5-V-5). Advanced projects in commercial art. *Prerequisites:*

Art 205 or permission of instructor

Art 311

History of Western Art I (5-V-5). Survey of Western art through analysis of painting, sculpture, and architecture related to changing cultural backgrounds. To include Prehistoric through Ottonian art. Normally offered: Fall. *Prerequisite:* Humanities 221 or permission of instructor.

Art 312

History of Western Art II (5-V-5). The continued survey of Western art: Romanesque to early Baroque. Normally offered: Winter. *Prerequisite:* Humanities 222 or permission of instructor.

Art 313

History of Western Art III (5-V-5). The continued survey of Western art: late Baroque to the present. Normally offered: Spring. *Prerequisite:* Humanities 323 or permission of instructor.

Art 323, 324

Ceramics II, III: Clay Forming, Firing, Decorating (5-V-5). Continuation of Ceramics I with emphasis on original design and work on the potter's wheel, extending to the glaze theory and process. Normally offered: Fall, Spring. *Prerequisite:* Art 223 or permission of instructor.

Art 331

Drawing III: Figure Drawing (5-V-5). Applied studies in anatomy and articulation of the figure, using life models. Normally offered: Spring. *Prerequisite:* Art 231 and 371, or permission of instructor.

Art 341

Painting II: Color and Techniques (5-V-5). Further problems in color, composition and techniques. Life model may be used. Normally offered: Winter, Spring. *Prerequisite:* Art 241.

Art 342

Painting: Watercolor (5-V-5). Applied basic and experimental techniques with opaque or transparent media. Life model may be used. Normally offered: Spring. *Prerequisite:* Art 102, 103, 131 or permission of instructor.

Art 351

Art Education, Teaching K-8 (5-V-5). Methodology and projects for teaching art in the elementary school classroom.

Normally offered: Fall, Winter. No prerequisite.

Art 352

Art Education, Teaching Secondary School Art (5-V-5). An exploration of art education theories and projects using materials adaptable for classroom instruction. Quarter when offered: To be arranged. No prerequisite.

Art 361

Printmaking: Intaglio (5-V-5). Introduction to the basic tools and techniques of etching, engraving, drypoint and other processes of incising a plate. Normally offered: Fall, odd-numbered years. Prerequisites: Art 102, 103, 131 or permission of instructor.

Art 362

Printmaking: Screen Methods (5-V-5). Introduction to the basic techniques of screen reproduction with emphasis on color and composition. Quarter when offered: To be arranged. Prerequisite: Art 102, 103, 131 or permission of instructor.

Art 363

Printmaking: Lithography (5-V-5). Planographic processes. Normally offered: Fall, even-numbered years. Prerequisite: Art 102, 103, 131 or permission of instructor.

Art 365

Photography (5-V-5). Theory and fundamentals of photography as an art form to include composing, developing, and printing black and white photographs. Normally offered: Fall. Prerequisite: Art 102, 103, 131.

Art 371

Sculpture: Figure Modeling (5-V-5). Fundamentals of shaping with pliable materials. Based on the figure and using life models. Normally offered: Winter. Prerequisite: Art 103 or permission of instructor.

Art 372

Sculpture: Carving (5-V-5). Basic experiences with subtractive methods using simple carving tools. Normally offered: Winter. Prerequisite: Art 103 or permission of instructor.

Art 411

Art History: American (5-V-5). Survey of American painting, sculpture, and architec-

ture from colonial times to the present. Quarter when offered: To be arranged. Prerequisite: Art 311, 312, or 313, or permission of instructor.

Art 412

Art History: Primitive (5-V-5). Survey of native arts of Africa, Oceania, Australia, and the Americas. Quarter when offered: To be arranged. Prerequisite: Art 311, 312, or 313, or permission of instructor.

Art 413

Art History: Eastern (5-V-5). A survey of paintings, sculpture, and architecture of Japan, China, and India. Quarter when offered: To be arranged. Prerequisite: Art 311, 312, or 313, or permission of instructor.

Art 421, 422, 423

Major Project (5-V-5). Individual advanced work based on student's own initiation under direction of instructor. Quarter when offered: To be arranged. Prerequisite: Permission of instructor.

Art 424, 425, 426

Ceramics IV, V, VI (5-V-5). Continuation of Ceramics III with emphasis on various processes related to personalized expression. Quarter when offered: To be arranged. Prerequisite: Art 324.

Art 431

Drawing IV (5-V-5). Continuation of drawing with emphasis on personal expression. Life model will be used. Normally offered: Fall, Spring. Prerequisite: Art 231 and 331 or permission of instructor.

Art 442, 443, 444

Painting III, IV, V (5-V-5). Continuation of painting with emphasis on personalized conceptual growth and technique development. Life models may be used. Normally offered: Annually (Fall and/or Spring). Prerequisite: Art 341, or permission of instructor.

Art 472

Sculpture: Casting (5-V-5). Introduction to the substitution method of sculpture, including making molds for casting in clay, plaster, and metal. Normally offered: Fall. Prerequisite: Art 103 or permission of instructor.

Art 490

Cullum Lecture Series (5-V-5). A variable-

content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussion, participate in class discussion, and prepare a student project relevant to the quarter's topic. Normally offered: Spring.

Art 494

Senior Exhibition I (3-V-3). Through seminars, students will learn to prepare for an exhibition of their work. Students' work will be judged by the Art Faculty and should be of a significant quantity and quality for the respective degree requirements. The Senior Exhibition constitutes a degree requirement for the BA and BFA student. Art 497 should be taken the following spring quarter. Normally offered: Winter quarter only.

Art 495

Selected Topics, I, II, III (Variable). Reserved for special study of techniques and media not normally contained in course work. Quarter when offered: To be arranged. *Prerequisite:* Permission of instructor.

Art 496

Undergraduate Internship (1-15). An internship is a service-learning experience based in an art institution or agency emphasizing the completion of a specific task and the acquisition of specific skills under the supervision of Augusta College and the cooperating institution or agency. Quarter when offered: To be arranged.

Art 497

Senior Exhibition II (2-V-2). This is a continuation of Art 494. Through seminars, students will install an exhibition of work chosen in Senior Exhibition I (Art 494) for the respective degree requirements. The Senior Exhibition constitutes a degree requirement for the BA and BFA student. ART 494 should be taken the previous winter quarter. Normally offered: Spring quarter only.

Art 498

Senior Seminar (5-V-5). Required of all art major degree candidates. Study and analysis of contemporary art theory, practices,

trends, and criticism. Normally offered: Winter. *Prerequisite:* Art 311, 312, 313 or permission of instructor.

Art 595

Selected Topics in Art Education (Variable). By permission of Chair of Department of Fine Arts. Individualized study on a contract basis for graduate credit. Quarter when offered: To be arranged.

Biology 101 (BIO 101)

Biology I (4-2-5). The unifying concepts of the biotic world including molecular and cell biology, physiology, metabolism, genetics, evolution, and ecology are integrated and presented in Biology 101 and 102. These two courses are designed to meet the science requirement for the non-biology major and are prerequisite to other courses in the biology major programs. For Biology majors, this course must be passed with a C or better. Normally offered: Quarterly.

Biology 102 (BIO 102)

Biology II (4-2-5). A continuation of Biology 101. For Biology majors, this course must be passed with a C or better. Normally offered: Quarterly. *Prerequisite:* Biology 101.

Biology 111 (BIO 111)

Human Anatomy and Physiology I (4-3-5). An introduction to basic physical and chemical principles necessary for understanding human physiology. A study of cellular and tissue levels of organization, followed by a systematic study of the skeletal, muscular, nervous, and sense organs. For Biology majors, this course must be passed with a C or better. Normally offered: Fall, Winter, Summer.

Biology 112 (BIO 112)

Human Anatomy and Physiology II (4-3-5). A continuation of the survey of body systems begun in Biology 111, dealing with the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems and their interrelationships. For Biology majors, this course must be passed with a C or better. Normally offered: Winter, Spring, Summer. *Prerequisite:* Biology 111.

Biology 305 (BIO 305)

Environment and Man (5-0-5). A balanced treatment of such contemporary problems as air and water pollution, biocides, urban

planning, population control, and the energy crisis. For Biology majors, this course must be passed with a C or better. Normally offered: Winter, every third year. *Prerequisite: Biology 101 and 102 with a C or better, or permission of instructor.*

Biology 311 (BIO 311)

Introductory Microbiology (3-4-5). Principles of microbiology, including basic morphology, classification, reproduction, molecular biology, immunology, and relation of microorganisms to human welfare. Most of the laboratories will deal with techniques related to medical microbiology. For Biology majors, this course must be passed with a C or better. Normally offered: Fall, Spring. *Prerequisites: Grades of C or better in Biology 101 and 102 or Biology 111 and 112.*

Biology 314 (BIO 314)

Principles of Physiology (4-3-5). A detailed study of the physiological control mechanisms. Particular emphasis is given to human homeostasis. For Biology majors, this course must be passed with a C or better. Normally offered: Fall, every third year. *Prerequisites: Biology 101 and 102 with a C or better, Chemistry 341.*

Biology 315 (BIO 315)

Histology (4-3-5). A detailed study of the four basic tissue types and their organization in the vertebrate body. Laboratory emphasis is given to morphological detail using prepared slide material. For Biology majors, this course must be passed with a C or better. Spring, even years. *Prerequisites: Biology 101 and 102 with a C or better; Biology 331 or permission of instructor.*

Biology 317 (BIO 317)

Endocrine Physiology (5-0-5). The endocrine system is treated systematically, beginning with such basic concepts as properties of hormones and methods of endocrine study, and continuing with the development of detailed topics such as hypothalamic-hypophyseal control and the mechanism of hormonal action. For Biology majors, this course must be passed with a C or better. Normally offered: Fall, every third year. *Prerequisites: Biology 101 and 102 with a C or better; Biology 331, Chemistry 341, or permission of the instructor.*

Biology 330 (BIO 330)

Invertebrate Zoology (3-4-5). A treatment

of the morphology, physiology, and life histories of representative invertebrates with emphasis on taxonomy and systematics. For Biology majors, this course must be passed with a C or better. Normally offered: Fall, Spring. *Prerequisites: Biology 101 and 102 with a C or better.*

Biology 331 (BIO 331)

Vertebrate Zoology (4-3-5). An examination of the classes of the vertebrates with special emphasis on their origin and evolution, physiology, anatomy, life histories, behavior, and taxonomy. For Biology majors, this course must be passed with a C or better. Normally offered: Winter. *Prerequisites: Biology 101 and 102 with a C or better.*

Biology 332 (BIO 332)

Plant Systematics (3-6-5). A general survey of the principles of the taxonomy of vascular plants, emphasizing evolutionary relationships and economic uses. Identification of local vascular plants. For Biology majors, this course must be passed with a C or better. Normally offered: Fall or Spring every other year. *Prerequisites: Biology 101 and 102 with a C or better.*

Biology 334 (BIO 334)

Plant Morphology (3-4-5). This course will emphasize a comparative approach in studying the divisions of the plant kingdom. The importance of life cycles, developmental sequences, environmental adaptations, the fossil record, and evolutionary relationships will be stressed. For Biology majors, this course must be passed with a C or better. Normally offered: Fall or Spring every other year. *Prerequisites: Biology 101 and 102 with a C or better.*

Biology 336 (BIO 336)

Plant Physiology (3-4-5). Life processes of plants including water relations, synthesis and use of foods, and growth phenomena. For Biology majors, this course must be passed with a C or better. Normally offered: Fall or Spring every other year. *Prerequisites: Biology 101 and 102 with a C or better.*

Biology 340 (BIO 340)

Embryology (4-3-5). A descriptive and experimental approach to ontogeny with consideration of differentiation, morphogenesis, and growth. Emphasis is placed upon chick and human development. For Biology majors, this course must be passed with

a C or better. Normally offered: Winter, odd years. *Prerequisites:* Biology 101 and 102 with a C or better; Biology 330, 331 and either 332 or 334 or 336.

Biology 342 (BIO 342)

Principles of Ecology (4-3-5). The study of the relationships between plants, animals, and their environment. Major emphasis is placed upon the concept of the ecosystem, its structure, function, maintenance, and evolution. For Biology majors, this course must be passed with a C or better. Normally offered: Spring. *Prerequisites:* Biology 330, 331, either 332 or 334 or 336, and Chemistry 122.

Biology 346 (BIO 346)

Comparative Vertebrate Anatomy (3-4-5). A systematic survey of the morphology of chordates with emphasis on phylogenetic relationships among the major classes. For Biology majors, this course must be passed with a C or better. Normally offered: Winter or Spring every third year. *Prerequisites:* Biology 101 and 102 with a C or better; Biology 331.

Biology 350 (BIO 350)

Human Heredity (5-0-5). Introduction to the principles of genetics and to inheritance in man. Designed for the non-biology major. Lecture and demonstrations. For Biology majors, this course must be passed with a C or better. Normally offered: Winter, every other year. *Prerequisites:* Grades of C or better in Biology 101 and 102 or Biology 111 and 112.

Biology 351 (BIO 351)

Human Physiology (5-0-5). An introduction to the functions of the human body systems. Designed for the non-biology major. Lecture and demonstrations. For Biology majors, this course must be passed with a C or better. Normally offered: Spring, every other year. *Prerequisites:* Biology 101 and 102 with a C or better.

Biology 401 (BIO 401)

Cell and Molecular Biology (4-3-5). A study of the biochemical composition, structure, metabolism, and regulatory mechanisms at the cellular level of organization. For Biology majors, this course must be passed with a C or better. Normally offered: Fall and every other Spring. *Prerequisites:* Biology 101 and 102 with a C or better; Biology 330, 331, either 332 or 334 or 336, and Chemistry 122.

Biology 402 (BIO 402)

Genetics (4-3-5). A treatment of both classical and molecular aspects of the mechanism of inheritance with emphasis on current molecular research. Emphasis on the laboratory will be divided equally between bacteria and *Drosophila*. For Biology majors, this course must be passed with a C or better. Normally offered: Winter. *Prerequisites:* Biology 101 and 102 with a C or better; Chemistry 122, and one of the following: 330, 331, 332, 334, 336; or permission of the instructor.

Biology 490 (BIO 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussion, participate in class discussion, and prepare a student project relevant to the quarter's topic. For Biology majors, this course must be passed with a C or better. Normally offered: Spring. *Prerequisites:* Biology 101 and 102 with a C or better.

Biology 495 (BIO 495)

Selected Topics (Variable). Designed to treat specialized areas of biology not in the normal curriculum. Topics covered include animal behavior, aquatic biology, biology and society, economic botany, evolution, herpetology, human sexuality, ichthyology, immunology, introduction to dentistry (2), introduction to medicine (2), marine biology, ornithology and parasitology. For Biology majors, this course must be passed with a C or better. Normally offered: Quarterly (but only 1 or 2 of the above per quarter). May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites:* Biology 101 and 102 with a C or better, and permission of the instructor.

Biology 498 (BIO 498)

Seminar (2-0-2). Special topics in current advances in the field of biological sciences. Two one-hour periods a week for presentation and discussion. Required of all biology majors. For Biology majors, this course must be passed with a C or better. Normally offered: Winter, Spring. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites:*

sites: *Biology 101 and 102 with a C or better; 30 hours of biological science.*

Biology 499 (BIO 499)

Undergraduate Research (Variable). No more than 5 hours may be counted toward graduation requirements. Assigned research problems. Hours by arrangement. For Biology majors, this course must be passed with a C or better. Normally offered: Quarterly. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites: Biology 101 and 102 with a C or better; 30 hours of biological science and permission of the department chairman.*

Business Administration 295 (BUS 295)

Selected Topics in

Business Administration (Variable). A seminar and/or directed study on a major issue, practice, or problem in business administration of the freshman/sophomore level. Quarter when offered: To be arranged. *Prerequisite: Permission of Dean of the School of Business Administration.*

Business Administration 490 (BUS 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

Business Administration 495 (BUS 495)

Selected Topics in Business Administration (Variable). A seminar and/or directed study on a major issue, practice, or problem in business administration. TBA. *Prerequisite: Senior student status and permission of the Dean of the School of Business Administration.*

Business Administration 496 (BUS 496)

Undergraduate Internship (1-15). An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. This course may not be counted among the course requirements in the

student's major. TBA. *Prerequisite: Permission of the Dean of the School of Business Administration.*

Business Administration 499 (BUS 499)

Undergraduate Research (Variable). Independent research on an advanced topic selected by the student in consultation with the Dean of the School of Business Administration. Techniques of business and economic research are emphasized. TBA. *Prerequisite: Senior standing and permission of the Dean of the School of Business Administration.*

Business Law 400 (BSL 400)

Business Law (5-0-5). Contracts, sales contracts, agency negotiable instruments, common and public carriers. Designed to acquaint students with legal rights and liabilities in the ordinary course of business. *Prerequisite: Junior standing.*

Business Law 477 (BSL 477)

Real Estate Law (5-0-5). Presents an in-depth coverage of the real estate transaction, as well as discussion of current topics such as condominiums, land development, subdivisions, and consumerism and its revolutionary impact on real estate law. TBA. *Prerequisite: Business Law 400, Finance 375, and junior standing.*

Chemistry 105 (CHM 105)

Basic Chemistry (4-3-5). A general survey of the principles of chemistry with less mathematical rigor than in the Chemistry 121 and 122 courses. Many of the topics of Chemistry 121 and 122 will be covered with emphasis on practice rather than on theory. Normally offered: Quarterly. *Prerequisite: Completion of Mathematics 107 recommended.*

Chemistry 106 (CHM 106)

Basic Organic Chemistry and Biochemistry (4-2-5). Fundamental elements of organic chemistry and biochemistry, emphasizing biochemical changes taking place in life processes. Normally offered: Spring. *Prerequisite: Chemistry 105 (C or better).*

Chemistry 121 (CHM 121)

General Chemistry I (4-3-5). A study of basic chemical principles, theories, and laws. The course includes the study of gas laws, atomic structure, chemical bonds, molecular orbitals, colligative properties of solutions, gaseous, liquid, and solid states, and solution concentrations. Normally

offered: Quarterly. *Prerequisite:* MAT 107 or equivalent (grade of C or better).

Chemistry 122 (CHM 122)

General Chemistry II (4-3-5). A continuation of Chemistry 121 and includes the study of kinetics, equilibrium, chemical thermodynamics, electrochemistry, and descriptive chemistry. Normally offered: Winter, Spring, Summer. *Prerequisites:* Chemistry 121, MAT 115 (grade of C or better in each).

Chemistry 123 (CHM 123)

Introductory Analytical Chemistry (3-6-5). A continuation of Chemistry 122 and includes ionic equilibria, pH, buffers, solubility products, and hydrolysis. The laboratory includes separation and identification principles and practices for common cations as well as introductory quantitative analysis. A non-compulsory problem session one day per week is normally scheduled. Normally offered: Spring, Fall. *Prerequisite:* Chemistry 122 (grade of C or better).

Chemistry 195 (CHM 195)

Chemical Techniques/Topics (Variable). A study of basic chemical techniques and/or topics of interest to freshmen. May be repeated for credit. Quarter when offered: To be arranged. *Prerequisite:* Permission of the instructor.

Chemistry 241 (CHM 241)

Fundamental Organic Chemistry (4-3-5). The properties and reactions of the major classes of organic compounds will be explored in this course. These include aliphatic and aromatic hydrocarbons, alcohols, aldehydes, ketones, amines, acids, and acid derivatives. The principle approach used will be that of learning the characteristics of the functional group associated with each class of compound, then using this knowledge to rationalize and to predict the behavior of specific examples. *Prerequisites:* Chemistry 121, 122 (grade of C or better in each).

Chemistry 281 (CHM 281)

Quantitative Inorganic Analysis (3-8-6). The theories, principles, and practices of volumetric, gravimetric, and elementary instrumental analysis. Normally offered: Summer. *Prerequisite:* Chemistry 123 (grade of C or better).

Chemistry 295 (CHM 295)

Chemical Techniques/Topics (Variable). A study of intermediate chemical techniques and/or topics of interest to sophomores. May be repeated for credit. Quarter when offered: To be arranged. *Prerequisite:* Permission of the instructor.

Chemistry 341 (CHM 341)

Organic Chemistry I (4-4-6). A systematic study of the composition, nomenclature, preparation, and reactions of compounds of carbon. Reaction mechanisms will be introduced. Normally offered: Fall, Winter. *Prerequisite:* Chemistry 122 (grade of C or better).

Chemistry 342 (CHM 342)

Organic Chemistry II (4-4-6). A continuation of Chemistry 341. Normally offered: Winter, Spring. *Prerequisite:* Chemistry 341 (grade of C or better).

Chemistry 343 (CHM 343)

Organic Chemistry III (3-6-6). A continuation of Chemistry 341 and 342 with laboratory preparations which are longer and more involved. Normally offered: Spring. *Prerequisite:* Chemistry 342 (grade of C or better).

Chemistry 371 (CHM 371)

General Physical Chemistry (5-0-5). An introduction to thermodynamics, kinetics, atomic and molecular structure, and related topics. Not a substitute for Chemistry 372. Normally offered: Winter. *Prerequisites:* Chemistry 342, MAT 201 (grade of C or better in each).

Chemistry 372 (CHM 372)

Physical Chemistry I: Thermodynamics (4-4-6). A study of gases, first, second, and third laws of thermodynamics, thermochemistry, chemical equilibria, and electromotive force. Annually. *Prerequisites:* Chemistry 281 with a C or better, MAT 203, PCS 212, 213 or permission of instructor.

Chemistry 373 (CHM 373)

Physical Chemistry II: Dynamics (4-4-6). A study of kinetic theory, chemical kinetics, phase equilibria, solutions of non-electrolytes, solutions of electrolytes, heterogeneous equilibria, electromotive force. Annually. *Prerequisites:* Chemistry 281 with a C or better, MAT 203, PCS 212, 213 or permission of instructor.

Chemistry 374 (CHM 374)

Physical Chemistry III: Quantum Chemistry (4-4-6). A study of quantum theory, wave mechanics, molecular symmetry and bonding, molecular spectroscopy. Annually. *Prerequisites:* Chemistry 281 with a C or better, MAT 203 or permission of instructor, PCS 212, 213.

Chemistry 381 (CHM 381)

NMR/IR Identification of Organic Compounds (2-3-3). A practical treatment of the use of infrared (IR) and nuclear magnetic resonance (NMR) spectroscopy, and gas chromatography-mass spectrometry (GC-MS) in determining the structures of organic compounds. Laboratory experiments will provide experience in the preparation of samples and actual operation of each instrument. *Prerequisite:* Chemistry 341 with a C or better, or permission of instructor.

Chemistry 382 (CHM 382)

Chemistry Laboratory Management and Safety (2-3-3). Practical experience and formal instruction in all phases of assisting with instructional laboratories. Includes solutions preparations, equipment setup, pre-lab instruction, monitoring student performance, and the possible development of new experiments. Weekly classroom instruction includes the use of protective equipment and fire extinguishers, interpretation of Material Safety Data Sheets, safety label codes, proper handling of hazardous laboratory materials, and emergency responses to laboratory accidents (including CPR training). Course grade will be based on a subjective evaluation by the instructor of student performance in the laboratory, and two written examinations on the classroom material. *Prerequisite:* Chemistry 241 or 342, with a C or better.

Chemistry 395 (CHM 395)

Chemical Techniques/Topics (Variable). A study of advanced chemical techniques and/or topics of interest to advanced students. May be repeated for credit. Quarter when offered: To be arranged. *Prerequisite:* Permission of the instructor.

Chemistry 421 (CHM 421)

Inorganic Chemistry (5-0-5). An introduction to the concepts and chemical systems of inorganic chemistry, including the periodic table, atomic structure, bonding, isomerism, and coordination compounds. Annually. May be taken for graduate credit within the prescribed limits and with the

advisor's approval. *Prerequisite:* Permission of the instructor.

Chemistry 451 (CHM 451)

Modern Biochemistry (5-0-5). Modern concepts in the chemistry of living systems. Fundamental principles of chemistry will be employed to provide a comprehensive understanding of amino acids, proteins, enzymes, lipids, carbohydrates, and nucleic acids, and their roles in protein and nucleic acid biosynthesis, carbohydrate metabolism, oxidative phosphorylation, and photosynthesis. Annually. *Prerequisites:* Chemistry 123 and Chemistry 342 (grade of C or better in each), or permission of instructor.

Chemistry 484 (CHM 484)

Instrumental Analysis I (2-3-3). This course presents an integrated view of the theories and methods for solving a variety of real problems in chemical analysis. Methods used to optimize instrument performance characteristics such as selectivity, sensitivity, and detection limits are discussed. The hands-on laboratory experiments performed by the student integrate chemical and instrumental concepts discussed in lecture. Analytical UV-VIS absorption spectroscopy, luminescence spectroscopy, fluorescence spectroscopy, infrared spectroscopy, FTIR, NMR, and Raman. *Prerequisites:* Chemistry 281 (grade of C or better), or permission of instructor.

Chemistry 485 (CHM 485)

Instrumental Analysis II (2-3-3). This course emphasizes chemical separation and electroanalytical methods. Theory and practice in GC, GC/MS, HPLC, ion exchange, TLC, potentiometry, polarography, and voltammetry are discussed. *Prerequisite:* Chemistry 484 (grade of C or better), or permission of instructor.

Chemistry 490 (CHM 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

Chemistry 495 (CHM 495)

Selected Topics (Variable). Modern concepts in special areas of chemistry. May be repeated for credit. Quarter when offered: To be arranged. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite:* Permission of instructor.

Chemistry 496 (CHM 496)

Undergraduate Internship (1-15). Not applicable to major or minor. An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. Quarter when offered: To be arranged. *Prerequisite:* Permission of instructor.

Chemistry 499 (CHM 499)

Undergraduate Research (Variable). Modern chemical research. A minimum of three hours per week for each quarter hour credit. May be repeated for credit. May not count as a 400-level course required for graduation. Quarter when offered: To be arranged. *Prerequisite:* Permission of department chairman.

Communications 200 (CO 200)

Introduction to Communications (5-0-5). A survey, both theoretical and practical, of methods we use to communicate with one another. The course will include discussions of speech, non-verbal communication, graphics, print, broadcasting, and film.

Communications 201 (CO 201)

Mass Media and Society (5-0-5). A study of the history, organization, economics, control, and effects of mass communication in the United States; the course includes consideration of newspapers, books, magazines, comics, radio, television, and film, and their effects on society.

Communications 300 (CO 300)

Media Law and Ethics (5-0-5). A broad application of the principles of law and ethics to the mass communications media, media practice, advertising, freedom of information, libel, contempt of court, copyright, private, and self/professional censorship. Required of all communication majors except for those following the speech/drama track. *Prerequisite:* CO 200 or permission of instructor.

Communications 492 (CO 492)

Communications Exit Course (5-0-5). Student must be within two quarters of graduation. This is a mandatory course for graduating seniors which will help to prepare them for their first job after graduation. Students will demonstrate competence through performance on examination and in practicum. *Prerequisite:* Communications 200 or permission of instructor.

Communications/Broadcasting 300

COB 300, Technologies of Audio Visual Production (5-0-5). Electromagnetic spectrum and the technology based on its relativity as it applies to radio, TV, film, and other audio visual production techniques. *Prerequisite:* Communications 200.

Communications/Broadcasting 303

COB 303, Sound Recording (5-V-5). The theory and practice of professional sound recording on location and in studio, track-laying, multi-track mixing noise reduction, equalization, editing. *Prerequisites:* Communications 200 and Communications/Broadcasting 300 (with a C or better).

Communications/Broadcasting 305

COB 305, Radio Broadcasting (5-V-5). Radio station broadcasting: students will produce and, where applicable, perform recorded and live programs. *Prerequisite:* Communications 200 Communications/Broadcasting 300, Communications/Broadcasting 303 (with a C or better) or permission of instructor.

Communications/Broadcasting 310

COB 310, Introduction to Television Production (5-V-5). The elements of television production, with emphasis on use of the camera, lighting, and basic mixing procedures. *Prerequisite:* Communications 200 and Communications/Broadcasting 300 (with a C or better), or permission of instructor.

Communications/Broadcasting 320

COB 320, Scriptwriting for Broadcast and Film (5-0-5). Writing of scripts for dramatics and documentary radio, film, and television productions. *Prerequisite:* Communications 200 and Communications/Broadcasting 300 (with a C or better), or permission of instructor.

Communications/Broadcasting 325

COB 325, Film Appreciation (5-0-5). A

study of American "popular" film during the modern era, with specific emphasis on genres such as Western, Adventure, Crime/Suspense, Romantic Comedy, and Horror films. *Prerequisite:* Communications 200 or permission of instructor.

Communications/Broadcasting 330

COB 330, *Introduction to Film History* (5-0-5). A study of the history and technique of the motion picture, with concentration upon the achievements of selected major figures. *Prerequisite:* Communications 200 or permission of instructor.

Communications/Broadcasting 335

COB 335, *Introduction to Film-Making* (5-V-5). A study of the elements of film-making, including the use of motion picture and editing equipment. *Prerequisite:* Communications 200 and Communications/Broadcasting 300 (with a C or better), or permission of instructor.

Communications/Broadcasting 340

COB 340, *Audiovisual Production Methods* (5-V-5). Designing audiovisual presentations. Slide production, synchronizing slide sequences to audio tape by programming 2/3 projector systems. Applications to business, education, and training. *Prerequisite:* Communications 200 and Communications/Broadcasting 300 (with a C or better), or permission of instructor.

Communications/Broadcasting 410

COB 410, *Advanced Television Production* (5-0-5). In-depth study of television production; students will produce and edit professional-level video productions incorporating studio and ENG equipment. *Prerequisites:* Communications/Broadcasting 310 and 300 (with a C or better); Communications 200 or permission of instructor.

Communications/Broadcasting 315

COB 315, *Video and ENG Production* (5-0-5). Projects in video production and electronics news gathering techniques covering production planning, location shooting to post-production based on off-line and on-line editing. The study of contemporary video production formats and production methods. *Prerequisites:* Communications 200 and Communications/Broadcasting 300 (with a C or better), or permission of instructor.

Communications/Broadcasting 495

COB 495, *Selected Topics* (5-0-5). Courses

offered when demand warrants on topics such as Film and Television Graphics, Audio Production Techniques, etc. *Prerequisite:* Communications 200 and Communications/Broadcasting 300 (with a C or better), or permission of instructor.

Communications/Broadcasting 496

COB 496, *Internship* (Variable). In-service learning in radio, television, or film. *Prerequisite:* Communications 200 or permission of instructor.

Communications/Drama 250

COD 250, *Theatre Performance* (Variable). Participation as an actor in an AC Theatre production. May be repeated up to three times. *Prerequisites:* Communications 200 and permission of instructor.

Communications/Drama 251

COD 251, *Theatre Production* (Variable). Participation as a crew member in an AC Theatre production. May be repeated up to three times. *Prerequisites:* Communications 200 and permission of instructor.

Communications/Drama 301

COD 301, *Literature in Performance* (5-0-5). An introduction to the art of theatre, as well as an historical survey of the development of Western Drama from Ancient Greece to the Middle Ages. *Prerequisites:* ENG 102, HUM 221, and Communications 200 or permission of instructor.

Communications/Drama 302

COD 302, *Literature in Performance II* (5-0-5). A continuation of Communications / Drama / ENG 301, beginning with the Italian Renaissance; a study of the *mise-en-scene* and the history of dramatic literature to the Modern period. *Prerequisites:* English 102, Humanities 221, and Communications 200 or permission of instructor.

Communications/Drama 321

COD 321, *Acting I: Acting Workshop* (5-0-5). An introduction to the craft of the actor, including voice, movement, emotional sensitivity, improvisation, and scene study. *Prerequisite:* Communications 200 or permission of instructor.

Communications/Drama 322

COD 322, *Acting II: Scene Study* (5-0-5). A continuation of Communications / Drama 321. A study of text and subtext, the course will include a survey of modern acting styles, beginning with 20th century Soviet

theory and continuing through modern American. *Prerequisites:* Communications / Drama 321; Communications 200 or permission of instructor.

Communications/Drama 351

COD 351, *Fundamentals of Technical Theatre* (5-0-5). A survey of the techniques for designing, building, painting, costuming, and managing a production. *Prerequisite:* Communications 200 or permission of instructor.

Communications/Drama 401

COD 401, *Performance for the Camera* (5-0-5). A practical course in directing and performing in productions for radio, television, and film. Includes work on conceptualizing, casting, organizing, rehearsing, and performing for the microphone, and the camera. *Prerequisites:* Communications / Drama 321; Communications / Broadcasting 305 or 310; Communications 200 or permission of instructor.

Communications/Drama 421

COD 421, *Acting III: Period Styles* (5-0-5). The problems of enacting period literature from Greek to early twentieth century. Students will address problems of deportment and stage movement, diction, and meter. Scenes will be performed from Greek, Roman, Renaissance, Restoration, and early Modern repertoires. *Prerequisites:* Communications / Drama 322; Communications 200 or permission of instructor.

Communications/Drama 430

COD 430, *Modern Drama* (5-0-5). A survey of major European and American dramatists, including Ibsen, Shaw, Chekhov, Yeats, O'Neill, Sartre, Brecht, Miller, and Williams. *Prerequisites:* HUM 323; Communications 200 or permission of instructor.

Communications/Drama 455

COD 455, *Shakespeare* (5-0-5). The major histories, comedies, and tragedies; the Elizabethan theatre. *Prerequisites:* HUM 323; Communications 200 or permission of instructor.

Communications/Drama 495

COD 495, *Selected Topics* (5-0-5). A directed theatre project such as lighting a production for stage or studio, designing a set, directing a production, or participating in a seminar on a particular topic. *Prere-*

quisite: Communications 200 or permission of instructor.

Communications/Drama 496

COD 496, *Internship* (Variable). In-service learning experience in drama. *Prerequisite:* Communications 200 or permission of instructor.

Communications/Journalism 305

COJ 305, *Newswriting* (5-0-5). Study of various news gathering and writing techniques; practical assignments written to a deadline. *Prerequisites:* Communications 200 or permission of instructor.

Communications/Journalism 306/307/308

Student Newspaper Practicum (0-V-2 per quarter). A three-quarter, three-tiered requirement for journalism track Communications majors. COJ 306: Students will gather, compile, and set copy for the weekly campus calendar; assist with paste-up; and write stories assigned by an editor. COJ 307: Students will gather, compile, and write copy for campus briefs; assist with paste-up; proofread copy; and write stories assigned by an editor. COJ 308: Students will cover a beat for the quarter; participate in staff meetings; learn procedures for laying out the newspaper. *Prerequisite:* Communications/Journalism 305 with a C or better.

Communications/Journalism 310

COJ 310, *Feature Writing* (5-0-5). A practical course in writing and marketing various types of feature articles for newspapers, magazines, and other periodicals. *Prerequisites:* Communications / Journalism 305 (with a C or better); Communications 200 or permission of instructor.

Communications/Journalism 315

COJ 315, *Copy Editing and Layout* (5-0-5). Study of the purpose and methods of preparing all types of news copy for publication, with the emphasis on thoroughness, economy, and accuracy; analysis of page makeup and headline writing. *Prerequisites:* Communications / Journalism 305 and 310 (with a C or better); Communications 200 or permission of instructor.

Communications/Journalism 350

COJ 350, *Broadcast Journalism* (5-0-5). Processing local and wire service news for radio and television; preparing newscasts in radio and television newsrooms. *Prerequisites:* Communications / Journalism 305

or 310 (with a C or better); *Communications 200* or permission of instructor.

Communications/Journalism 490

COJ 490, Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic. *Prerequisite: Communications 200* or permission of instructor.

Communications/Journalism 495

COJ 495, Selected Topics (5-0-5). A directed project or class in an advanced journalism topic such as freelancing, community reporting, documentary journalism, reviewing, etc. *Prerequisite: Communications 200* or permission of instructor.

Communications/Journalism 496

COJ 496, Internship/Practicum (Variable). In-service learning experience in electronic or print media. *Prerequisite: Communications 200* or permission of instructor.

Communications/Public Relations 360

COP 360, Public Relations Practices (5-0-5). An introduction to the field of public relations. The course includes a study of the publics served and an evaluation of the effectiveness of public relations campaigns, with concentration on image building. *Prerequisite: Communications 200* or permission of instructor.

Communications/Public Relations 370

COP 370 Advertising Strategy and Campaigns (5-0-5). An introduction to the history and theory of advertising, including the setting of ad objectives, handling campaigns, and measuring results. *Prerequisite: Communications 200* or permission of instructor.

Communications/Public Relations 450

COP 450, Public Relations Case Studies (5-0-5). Designed to offer upper-level students the chance to pursue advanced studies in public relations. The emphasis will involve case studies of actual and simulated public relations problems. Additionally, students will explore the professional and academic public relations literature and conduct

research into this field. *Prerequisites: Communications / Public Relations 360* (with a C or better); *Communications 200* or permission of instructor.

Communications/Public Relations 460

COP 460, Public Opinion and Propaganda (5-0-5). A study of how public opinion is formed and reinforced through the media. The course will focus on how the media affect society and on how politicians, business people, and special interest groups use the media. *Prerequisite: Communications 200* or permission of instructor.

Communications/Public Relations 470

COP 470, Advertising Copywriting (5-0-5). A study of the principles and practices involved in preparing copy for all media. Students will design projects appropriate for broadcast, print, outdoor, transit, and specialty advertising. *Prerequisite: Communications 200* or permission of instructor.

Communications/Public Relations 495

COP 495, Selected Topics (5-0-5). A directed project or class in an advanced public relations or advertising topic. *Prerequisite: Communications 200* or permission of instructor.

Communications/Public Relations 496

COP 496, Internship/Practicum (Variable). In-service learning experience in electronic or print media. *Prerequisite: Communications 200* or permission of instructor.

Communications/Speech 100

COS 100, Beginning Oral Presentation (2-0-2). A course developing basic knowledge of communication theory; and practice in interpersonal, small group and public communication. Normally offered: Quarterly. *Students who have completed Communications/Speech 101 may not subsequently take Communications/Speech 100 for credit. Students who have completed Communications/Speech 100 may not subsequently receive credit for Communications/Speech 101 without special permission from the dean of their school.*

Communications/Speech 101

COS 101, Fundamentals of Speech (5-0-5). An introductory course including use of the voice, mental attitudes for good speech, basic diction, control of body, and

speech composition. Normally offered: Quarterly. Students who have completed *Communications/Speech 101* may not subsequently take *Communications/Speech 100* for credit. Students who have completed *Communications/Speech 100* may not subsequently receive credit for *Communications/Speech 101* without special permission from the dean of their school.

Communications/Speech 300

COS 300 Voice and Diction (5-0-5). A study of vocal production, including projection, articulation, and pronunciation. *Prerequisite: Communications 200* or permission of instructor.

Communications/Speech 301

COS 301, Oral Interpretation (5-0-5). A course in the principles of oral interpretation, including methods of understanding literature and the techniques of presenting literature to an audience. *Prerequisites: Communications / Speech 101; Communications / Speech 300* (with a C or better); *Communications 200* or permission of instructor.

Communications/Speech 304

COS 304, Interpersonal Communication (5-0-5). This course is designed to improve speech communication between individuals and among members of small groups. Areas covered include self-awareness, listening, non-verbal communication, persuasion, conflict-reduction, and interviewing. *Prerequisite: Communications 200* or permission of instructor.

Communications/Speech 305

COS305, Small Group Communication (5-0-5). This course instructs students in the theory and practice of communication in small group contexts such as areas of leadership, problem-solving, decision-making, conflict-resolution, and communication strategy. *Prerequisite: Communications 200* or permission of instructor.

Communications/Speech 307

COS307, Organizational Communication (5-0-5). Examines theories of human motivation within organizations, the relationship between networks of communication, planned and unplanned, and the structures of power within those organizations. The course proceeds, by means of simulation exercises, to equip students with practical skills for specific cases, ranging from purely

written examples such as memoranda and newsletters, to situations combining written and oral skills such as the proposal presentation and the corporate speech. *Prerequisite: Communications 200* or permission of instructor.

Communications/Speech 310

COS 310, Intercultural Communication (5-0-5). This course seeks to inform students about the theories, research, and reality of intercultural communication. Racism, sexism, and other prejudices will be explored, in addition to other behavior patterns. Barriers to more effective intercultural communication will be examined, and world communication system theories may be studied. *Prerequisite: Communications 200* or permission of instructor.

Communications/Speech 311

COS 311, Public Speaking (5-0-5). A course planned to give emphasis to the forms of public speaking used in modern society. Special attention given to persuasive, occupational, radio, television, parliamentary speaking, and debates. *Prerequisites: Communications/Speech 101; Communications/Speech 300* (with a C or better); *Communications 200* or permission of instructor.

Communications/Speech 320

COS 320, Political Communication (5-0-5). This course instructs students in the theory and practice of political communication. Political communication includes both candidates and elected government official communication behavior. Students examine various theories which explain political outcomes, with extensive analysis of academic and professional literature. *Prerequisite: Communications 200* or permission of instructor.

Communications/Speech 325

COS 325, Persuasion (5-0-5). An analysis of theories behind the process of persuasion as it is practiced in speaking and writing contexts. The course will cover such topics as audience analysis, message organization, message wording, emotional appeals, logical appeals, and message delivery. *Prerequisite: Communications 200* or permission of instructor.

Communications/Speech 495

COS 495, Selected Topics (Variable). A directed project or class in an advanced speech topic such as reader's theatre,

interpretation for the microphone, debate, or group dynamics. *Prerequisites:* *Communications 200* and permission of instructor.

Communications/Speech 496

COS 496, Internship (Variable). In-service learning experience in public speaking.

Computer Science 205 (CSC 205)

Introduction to Computers and Programming (4-2-5). The nature of computers and computing, computer hardware and software systems, and the use of computers in the solution of problems. Emphasis on algorithm development and programming in BASIC. Exposure to other high level languages. Programming assignments. (Not to be counted toward a major or minor in computer science.) Normally offered: Quarterly. *Prerequisite:* MAT 107 or equivalent.

Computer Science 206 (CSC 206)

Scientific Programming With FORTRAN (4-2-5). The nature of computers and computing, computer hardware and software systems, and the use of computers in the solution of problems. Emphasis on algorithm development and programming in FORTRAN to solve scientific problems. Programming assignments. (Not to be counted toward a major or minor in computer science.) Normally offered: Winter. *Prerequisite:* MAT 115 with a grade of C or better.

Computer Science 211 (CSC 211)

Principles of Computer Programming (4-2-5). A study of the principles of computer programming with emphasis on problem-solving methods which lead to the construction of correct, well-structured programs. Other topics include an introduction to data representation and computer systems organization, simple data types and control structures, procedures and functions, and structured data types. Programming assignments in Pascal. Normally offered: Quarterly. *Prerequisite:* MAT 115 or MAT 122 (grade of C or better).

Computer Science 212 (CSC 212)

Principles of Computer Programming II (4-2-5). A continuation of the study of problem-solving methods and algorithm development. Topics include introduction to data structures and their implementation, records and input/output processes, advanced algorithm development and programming assignments in Pascal. The

emphasis of the course is on the techniques of algorithm development and programming style. Normally offered: Quarterly. *Prerequisite:* CSC 211.

Computer Science 215 (CSC 215)

File Processing (4-2-5). Computers and their use in information processing. Specific emphasis on file processing techniques. Other topics include: file organization, file processing environment, sequential, indexed and direct access. Normally offered: Fall, Winter, Spring. *Prerequisite:* CSC 212.

Computer Science 295 (CSC 295)

Selected Topics (Variable). Modern concepts in special areas of computer science. Quarter when offered: To be arranged. *Prerequisite:* Permission of instructor.

Computer Science 298 (CSC 298)

Applications Seminar (V, 1-3). Study and analysis of current computer applications, current computer hardware, and computer-related careers. (Not to be counted toward a major or minor in computer science.) Quarter when offered: To be arranged. *Corequisite:* CSC 211.

Computer Science 301 (CSC 301)

Software Design (5-0-5). A study of program and computer system morphology and the software metrics used to select among alternative structures and organizations. Topics include: program engineering, structured design techniques, program simplicity measurements, module coupling and cohesion, homologous and incremental structures, and top-down implementation. Normally offered: Winter. *Prerequisite:* CSC 212, CSC 215; *corequisite* MAT 303 or permission of instructor.

Computer Science 351 (CSC 351)

Assembly Language Programming (4-2-5). Computer structure, machine language, instruction execution, addressing techniques, and digital representation of data. Symbolic coding and assembly systems, macro definition and generation, and program segmentation and linkage. Systems and utility programs, and programming techniques. Programming assignments to illustrate machine structure and programming techniques. Normally offered: Fall, Spring. *Prerequisite:* CSC 212; *corequisite:* MAT 303.

Computer Science 355 (CSC 355)

Programming Languages (5-0-5). A com-

parative study of programming languages to prepare the student to learn and evaluate such languages to illustrate features of the languages. Normally offered: Summer. *Prerequisite:* CSC 212, CSC 215; *corequisite:* MAT 303.

Computer Science 361 (CSC 361)

Data Structures (5-0-5). A study of the techniques for the representation and manipulation of structured data within a digital computer. Programming assignments illustrating a variety of data structures. Normally offered: Fall, Winter. *Prerequisite:* CSC 215 and MAT 303.

Computer Science 371 (CSC 371)

Computer Organization (4-2-5). Basic logic design, internal data representation, and computer architecture. A study of a small simple computer system to illustrate basic concepts. Normally offered: Fall, Spring. *Prerequisites:* CSC 212 and MAT 303; *corequisite:* CSC 351.

Computer Science 401 (CSC 401)

Structured Analysis and Design Specifications (5-0-5). A study of the structured analysis techniques. Case studies in analyzing and describing computer based systems. Topics include functional decomposition, process specification, data dictionaries for the analytical phase, system modeling, system implementation, and system maintenance. Normally offered: Spring. *Prerequisite:* CSC 301 and senior status.

Computer Science 411 (CSC 411)

Compiler Writing (4-2-5). An examination of compiler techniques used in generating machine language code. Topics covered include scanning and parsing, code generation, optimization, and error recovery. Programming projects in compiler construction. Normally offered: Winter, odd years. *Prerequisite:* CSC 351 and 361.

Computer Science 421 (CSC 421)

Computer Graphics (5-0-5). An examination of the hardware and software components of graphics systems, and their applications. Programming assignments to illustrate the creation and manipulation of graphics displays, using a simple graphics package. Normally offered: Winter, even years. *Prerequisite:* CSC 212 and MAT 303.

Computer Science 441 (CSC 441)

Introduction to Automata Theory (5-0-5). A study of finite state automations and formal

languages. Topics include: finite automations, regular expressions and sets, context-free grammars and languages, and Turing machines. Normally offered: Fall, even years. *Prerequisite:* CSC 211, MAT 303, and junior standing.

Computer Science 451 (CSC 451)

Computer Systems I (5-0-5). A basic study of computer architecture and operating systems. Topics include instruction sets, I/O and interrupt structure, addressing schemes, microprogramming, procedure implementation, memory management, system structure and evaluation and recovery procedures. Normally offered: Winter. *Prerequisite:* CSC 351 and 371.

Computer Science 452 (CSC 452)

Computer Systems II (5-0-5). A continuation of the study of computer architecture and operating systems. Topics include concurrent processes, name management, resource allocation, protection, and advanced architecture and operating systems implementations. Normally offered: Spring, even years. *Prerequisite:* CSC 451.

Computer Science 461 (CSC 461)

Algorithm Analysis (5-0-5). Techniques of design and analysis of efficient algorithms, including those for the manipulation of data structures, sorting, searching, performing arithmetic operations, and pattern matching. Normally offered: Spring, odd years. *Prerequisites:* MAT 203 and CSC 361.

Computer Science 466 (CSC 466)

Data Base Management (4-2-5). A study of the logical and physical structures used in large data bases. Case studies of current data base management systems. Programming assignments. Normally offered: Fall, odd years. *Prerequisites:* CSC 215 and CSC 361.

Computer Science 495 (CSC 495)

Selected Topics (Variable). Modern concepts in special areas of computer science. May be repeated for credit. Quarter when offered: To be arranged. *Prerequisite:* Permission of instructor.

Computer Science 496 (CSC 496)

Undergraduate Internship (1-15). An internship in a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and

skills under the supervision of Augusta College and the cooperating institution or agency. Quarter when offered: To be arranged.

Computer Science 498 (CSC 498)

Computer Science Seminar (V, 1-3). Topics will include examples of current computer science research and advanced computer science topics. (Not to be counted toward a major in computer science.) Quarter when offered: To be arranged. *Prerequisite:* Junior status, CSC 212 and CSC 215.

Computer Science 499 (CSC 499)

Undergraduate Research (Variable). Individual research in computer science. A minimum of three hours work per week for each quarter hour credit. May be repeated for credit. Quarter when offered: To be arranged. *Prerequisite:* Permission of department chairman.

Computer Science 605 (CSC 605)

Problem Solving and Programming I (4-2-5). Problem solving using computer topics including a problem solving approach to BASIC programming, development and selection of software for teaching programming. Emphasis on structured programming. Normally offered: Spring, even years.

Computer Science 606 (CSC 606)

Problem Solving and Programming II (4-2-5). A further study of the principles of computer programming with emphasis on the development of correct, well-structured programs and strategies for teaching program development. Other topics include information representation, simple data types, and structures. Quarter when offered: To be arranged.

Computer Science 610 (CSC 610)

Automated Data Processing Systems (5-0-5). A presentation of the fundamentals in the effective use of automated data processing. Topics include an introduction to automated data processing, computer system fundamentals, computer languages, programming and program preparation, and an introduction to the analysis and design of computer-based systems. Quarter when offered: To be arranged.

Computer Science 625 (CSC 625)

Computers and Teaching (4-2-5). Basic computer concepts, algorithm development, and an introduction to programming

using an interactive terminal. Computer applications with particular emphasis on those related to teaching. Quarter when offered: To be arranged.

Computer Science 695 (CSC 695)

Selected Topics (1-5). A variable content course intended to meet the needs and interests of graduate students in selected areas of computer science. May be repeated for credit with approval of department chairman. Quarter when offered: To be arranged. *Prerequisite:* Permission of department chairman and instructor.

Criminal Justice (CJ)

In addition to the three courses listed below, descriptions of the special courses incorporated in the bachelor of arts degree in criminal justice, the criminal justice concentration, and the associate of applied science degree in criminal justice are listed with other courses under the headings Sociology, Political Science, and Psychology.

Criminal Justice 103 (CJ 103)

Introduction to Criminal Justice (5-0-5). Survey of the history of law enforcement and criminal rehabilitation. Philosophy of criminal justice as an institution in society. An overview of the criminal justice process, the organizations and agencies involved, and career opportunities. Normally offered: Quarterly.

Criminal Justice 229 (CJ 229)

Introduction to Police Science (5-0-5). A survey of the philosophical and historical background of law enforcement and the role it plays in our society today. Emphasis will be placed on the development, organization, operation, and results of the different systems of law enforcement in America. *Prerequisite:* CJ 103 or permission of instructor.

Criminal Justice 333 (CJ 333)

Prisons, Community Corrections, and Society (5-0-5). A survey of the correctional field covering the areas of probation, imprisonment, parole, and community corrections. Specific concern will be with the evolution of these programs, their present structure, and current problems. *Prerequisite:* CJ 103 or permission of instructor.

COS 099

Counseling Seminar (2-0-2). A course designed for Developmental Studies stud-

ents to develop personal awareness, self evaluation, educational and vocational goals. Small group discussion is emphasized. Credit for this course is not applicable to degree programs and is not transferable to other institutions.

Developmental Studies (DS)

See COS, English, Mathematics, and Reading.

DRW 170 (Engineering Drawing 170)

Introduction to Visual Communication And Engineering Design I (2-3-3). Introduction to the theory of design, application of the problem-solving process, introduction to projection theory, sketching, and pictorial communication. Normally offered: Spring, odd years.

Economics 205 (ECN 205)

Basic Economics (5-0-5). This is a survey course for non-business majors. It covers both macro and micro-economics and is aimed at developing an understanding of economic policies and problems. Not to be counted as social science elective for business majors. This course may not be taken for credit if a student has earned credit in ECN 251 or ECN 252 or their equivalents. *Prerequisite:* None.

Economics 251 (ECN 251)

Microeconomics (5-0-5). The determination of process and output levels and the explanation of economic equilibrium of individual economic units--the consumer, the firm, and the industry. *Prerequisite:* Mathematics 107.

Economics 252 (ECN 252)

Macroeconomics (5-0-5). This introductory course explains the nature of the economic problems which any society must solve. Then the way in which a mixed enterprise economy solves this problem is examined. Topics covered include supply and demand, income and employment, money and banking, and fiscal policy. *Prerequisite:* Economics 251.

Economics 301 (ECN 301)

Economic Development of the United States (5-0-5). Traces development of economic institutions and policies, especially since 1860; deals with agriculture, manufacturing, commerce, transportation, money and banking, tariffs, and the repercussions of periods of prosperity and depression. *Prerequisite:* Economics 252

or Economics 205 and junior standing.

Economics 425 (ECN 425)

Economics of Financial Services Institutions (5-0-5). Evaluation of current monetary theory and policy; state and federal regulation; flow of funds analysis in the financial system; operating characteristics and structure of the financial services institutions and the markets in which they operate; the changing role of these institutions. *Prerequisite:* Finance 315.

Economics 431 (ECN 431)

International Economics and Finance (5-0-5). The theory of international trade. The balance of payments, exchange rates, monetary movements, capital markets, and commercial policy. Implications of international financial reforms and international economic integration. *Prerequisite:* Economics 252 and junior standing.

Economics 451 (ECN 451)

Advanced Microeconomics (5-0-5). Theoretical analysis pertaining to production, value, distribution, pricing in competition, and monopoly. *Prerequisite:* Economics 252 and junior standing.

Economics 452 (ECN 452)

Advanced Macroeconomics (5-0-5). Study of aggregative economic analysis. Income determination and measurement and analysis of national income level and fluctuations in economy activity. *Prerequisite:* Economics 252 and junior standing.

Economics 461 (ECN 461)

Evolution of Economic Thought (5-0-5). Study of the development of economic ideas from the mercantilists to twentieth century economists. Emphasis on classical and neo-classical tradition. *Prerequisite:* Economics 252 and junior standing.

Economics 471 (ECN 471)

Public Finance (5-0-5). Public expenditures, revenues, taxation, transfers, public debt, and fiscal policy in relation to economic stability, distribution of income, and resources allocation. *Prerequisite:* Economics 252 and junior standing.

Economics 490 (ECN 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs.

Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

Economics 495 (ECN 495)

Selected Topics in Contemporary Economic Theory and Practice (5-0-5). The application of economic theory to public policy issues. Topics covered will normally include: monopoly and competition, monetary and employment policy, regional economic development, agricultural economics, labor problems, or other selected subjects of current interest. *Prerequisite: Completion of junior core curriculum or permission of the Dean of the School of Business Administration.*

Economics 501 (ECN 501)

Economic Concepts (5-0-5). This course is designed to cover the subject of introductory micro and macro economics. It includes selected topics of intermediate micro and macro theory. *Prerequisites: Graduate student status and MSC 525 or equivalent courses.*

Economics 590 (ECN 590)

Dynamics of the American Economy K-12 (5-0-5). A survey course for the non-business student designed to develop an understanding of economic concepts and policies to aid in the analysis of economic problems and policies as well as those of the individual firm, household, and industry. (This course is not creditable toward the M.B.A.). *Prerequisite: Post-baccalaureate or graduate student status.*

Economics 591 (ECN 591)

Economics for Elementary and Middle Schools (5-0-5). A course designed for teachers and prospective teachers in elementary or middle schools. It includes some basic economic concepts and emphasizes methods and activities designed to integrate economics into the K-8 curriculum. (This course is not creditable toward the M.B.A.). *Prerequisite: Post-baccalaureate or graduate student status.*

Economics 592 (ECN 592)

Economics for High Schools (5-0-5). A course designed for teachers and prospective teachers of economics in high school. It includes macro and micro economics

and emphasizes methods and activities geared to meet the state of Georgia mandate for economics in the high schools. (This course is not creditable toward the M.B.A.). *Prerequisite: Post-baccalaureate or graduate student status.*

Economics 593 (ECN 593)

Economics in American History (5-0-5). A course for teachers of American History or social studies. Includes an overview of the major historical events from an economic context. Also includes supplementary teaching activities and materials. (This course is not creditable toward the M.B.A.). *Prerequisite: Post-baccalaureate or graduate student status.*

Economics 594 (ECN 594)

Personal Finance (5-0-5). This course is designed to acquaint in-service and pre-service teachers with the major topics of personal finance that should be taught on a high school level. It will include the broad areas of money management, insurance, housing, transportation, credit, and consumer issues. (This course is not creditable toward the M.B.A.). *Prerequisite: Post-baccalaureate or graduate student status.*

Economics 595 (ECN 595)

Current Issues in Economics (Variable). Consideration and analysis of relevant special problem areas in the field of economics. May be repeated for graduate credit with prior approval of the student's advisor. (This course is not creditable toward the M.B.A.). *Prerequisites: Post-baccalaureate or graduate student status and permission of the Director of Graduate Studies.*

Economics 601 (ECN 601)

Economic Topics and Issues for Management (5-0-5). This course will provide the student with an understanding of current economic issues and their impact on managerial decision making. *Prerequisites: Graduate student status and Economics 501 or equivalent course.*

Economics 695 (ECN 695)

Current Issues In Economics (Variable). A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisites: Graduate student status and permission of the Director of Graduate Studies.*

Education 202 (EDU 202)

Foundations of Education (4-2-5). An introduction to public school teaching, including the study of duties and responsibilities of teachers, state public school programs, development of the American school, microcomputer applications in education, social issues that affect American education, effective school/teacher reform, and philosophies of education. A prerequisite course for upper division teacher education work in elementary and special education. Normally offered: Quarterly.

Education 203 (EDU 203)

Human Development in the Educative Process (4-2-5). A study of the individual across the life span with emphasis on learning and behavior, mental hygiene, and adjustment. The student will observe and participate in approved community activities. Normally offered: Quarterly. *Prerequisite: Psychology 101 or permission of instructor.*

Education 205 (EDU 205)

Philosophical and Historical Foundations (4-2-5). Students are introduced to the purposes of school, how curriculum is determined, and how schools are governed, controlled, and financed. Students also explore the teaching profession: classroom expectations, teacher effectiveness, social issues that affect American education, new programs and teaching strategies, and emerging research. Finally, students practice basic teaching skills. This is a prerequisite course for upper division teacher education courses in secondary education. Normally offered: Fall, Spring, Summer.

Education 206 (EDU 206)

Growth and Development (4-2-5). A study of the individual with emphasis on the teaching and learning of adolescents. This course is designed for students seeking secondary school teaching certificates. Students will participate in laboratory experiences, working in secondary schools. Normally offered: Winter, Summer. *Prerequisite: 205 or permission of instructor.*

Education 295 (EDU 295)

Selected Topics (Variable). Seminar and/or directed study on major issues, practices, and problems in education. May be repeated for credit.

Education 304 (EDU 304)

Educational Psychology (4-2-5). Application of psychology to the teaching-learning situation. Special emphasis on theories of learning, motivation, measurement, personality development, and individual differences. Normally offered: Quarterly. *Prerequisite: Psychology 101 or permission of instructor.*

Education 330 (EDU 330)

Early Elementary Education (4-2-5). An introduction to the curricular needs, techniques, and materials for the early elementary grades and before. The student participates in a classroom setting with young children. Normally offered: Winter. *Prerequisite: Education 203 and Education 304.*

Education 333 (EDU 333)

Guidance and Learning of the Young Child (4-2-5). A study of principles and positive techniques for guiding the learning and behavior of the young child and involving and interacting with his or her parents. The student participates in classroom and other settings with young children. Normally offered: Winter. *Prerequisites: Education 203, 304, and 335.*

Education 335 (EDU 335)

Elementary School Curriculum [ECE, MG, K-12] (4-2-5). Determination of curriculum content and planning instructional programs in early childhood education, middle grades, and special education. Application of field experiences and assignments will be made at the appropriate grade level. Normally offered: Quarterly. *Prerequisite: Education 304, admission to teacher education or permission of instructor.*

Education 337 (EDU 337)

Secondary Curriculum (4-2-5). This course stresses planning and delivery of curriculum. Students will learn and implement basic planning procedures, culminating in a two-week unit. Students also will learn and practice various teaching models and effective teaching skills. Students will relate both planning and delivery to students' needs, research results, and current trends, such as restructuring. Normally offered: Winter, Spring, Summer. *Prerequisite: Education 205 or permission of instructor.*

Education 343 (EDU 343)

Parent Education (4-2-5). Techniques of

communicating with parents of children who present in array of individual differences. Normally offered: Winter.

Education 352 (EDU 352)

Teaching Language Arts [ECE, MG] (4-2-5). Concentration on the procedures involved in the development of listening, speaking, and writing skills of children in grades K-4, 4-8. Effective uses of language in oral/written communication is stressed. Normally offered: Fall, Spring. *Prerequisites:* Education 304 and 335 or permission of instructor.

Education 353 (EDU 353)

Teaching Science [ECE, MG, SEd] (4-2-5). Designed to provide prospective teachers with insight into science processes, science content, and science materials utilized in teaching K-4, 4-8, and 7-12 pupils. The course provides opportunities to plan for science instruction and to implement plans in a public school setting. Normally offered: Fall, Spring. *Prerequisites:* Education 335, or Education 337, or permission of instructor.

Education 354 (EDU 354)

Teaching Social Studies [ECE, MG, SEd.] (4-2-5). This course stresses basic concepts. Students also apply teaching models to social studies and will practice effective teaching techniques. Additionally, students learn a variety of evaluation techniques and consider current issues in social studies such as multi-cultural education and global education and methodologies of the social sciences, with special emphasis on teaching values, and critical thinking. Normally offered: Fall, Winter. *Prerequisites:* Education 335, or Education 337, or permission of instructor.

Education 355 (EDU 355)

Teaching Mathematics [ECE, MG, SEd.] (4-2-5). Considers instructional materials and techniques of teaching mathematics in grades K-4, 4-8, and K-12. Coverage includes development of arithmetic algorithms, problem solving processes, and topics in geometry. Normally offered: Winter, Summer. *Prerequisites:* Education 335, or Education 337, or permission of instructor.

Education 404 (EDU 404)

Educational Measurement (4-2-5). Construction, use and interpretation of teacher-made and standardized tests. Normally

offered: Winter, Summer. *Prerequisite:* Education 205 or 304.

Education 406 (EDU 406)

Middle Grades Methods and Theories (4-2-5). To develop awareness and understanding of the unique characteristics of middle grade students (transescents), theories of middle school education, essential curriculum components and organizational patterns and strategies for instruction. Normally offered: Spring.

Education 433 (ECE)

Education 434 (K-12)

Education 435 (MG)

Education 436 (SED)

Student Teaching (0-40-15). Prospective teachers are placed in selected schools for an entire quarter, during which time they are supervised in actual teaching in their chosen field. For further information on student teaching, see the entry for "Teacher Education" in the "Academic Regulations and Basic Information" section of this catalog. Normally offered: Fall, Winter, Spring. *Prerequisite:* Early childhood sequence, middle grades sequence, or secondary sequence, (K-12 sequence).

Education 437 (EDU 437)

Practicum With Educable Mentally Retarded (0-10-5). Orientation, observation, and teaching with EMR pupils.

Education 438 (EDU 438)

Management of Exceptional Children (4-2-5). The study of management techniques as they relate to exceptional children. Factors relevant in planning for the disabled are presented. Opportunity is provided for student observation and participation in special education classes. Normally offered: Winter. *Prerequisite:* Education 440.

Education 439 (EDU 439)

Practicum With Moderately and Severely Mentally Retarded (1-10-5). A course designed to provide "hands on experiences" with moderately and severely mentally retarded youngsters. Normally offered: Winter. *Prerequisite:* Education 440 or Education 461.

Education 440 (EDU 440)

Education of Exceptional Children (4-2-5). A survey course which deals with the general problems involved in the education of exceptional children. Meets legislative requirement. Required for graduation in all

teacher education programs. Normally offered: Quarterly. *Prerequisite:* Education 205 or 202, 203, and 304.

Education 455 (EDU 455)

Elementary Methods and Materials [ECE, MG] (4-2-5). Study of selected models of teaching, criteria of selection and use of instructional materials and integration of methods, media, and development of materials. Normally offered: Spring, Summer.

Education 457 (EDU 457)

Geography for Teachers (5-0-5). This course is designed for those students who are required, for teacher certification purposes, to take a course in teaching of geography. It may also be taken as an elective by students in graduate programs. The purpose of the course is to familiarize students with the major concepts relating to the teaching of geography. *Prerequisites:* Admission to Teacher Education; Education 335.

Education 458 (EDU 458)

Seminar in Secondary Education (5-0-5). Scheduled concurrently with Education 436. Analysis of and possible solutions to instructional problems faced by secondary school teachers. Normally offered: Fall, Winter, Spring. *Prerequisite:* Education 456 or permission of instructor.

Education 461 (EDU 461)

Introduction to Mental Retardation (4-2-5). A study of historical treatment of mental retardation as well as etiology and characteristics of the mentally retarded; methods of diagnosing and working with mentally retarded. To be taken concurrently with Education 462. Normally offered: Fall. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite:* Education 440

Education 462 (EDU 462)

Materials and Methods for Teaching the Mentally Retarded (4-2-5). Materials and methods as related to the development and establishment of desirable attitudes, abilities, and skills necessary for successful learning experiences for the M.R. child. To be taken concurrently with Education 461. Normally offered: Fall. *Prerequisites:* Education 440 and 461.

Education 471 (EDU 471)

The Teaching of Reading [ECE, MG] (4-2-

5). A systematic coverage of the teaching of reading, including methods, techniques, and materials. Normally offered: Fall, Winter. *Prerequisites:* Education 304, 335, 352.

Education 472 (EDU 472)

Diagnostic-Prescriptive Reading Instruction (3-4-5). An examination of reading difficulties encountered in the classroom. Emphasis on diagnostic-prescriptive teaching. Experience in utilization of informal diagnostic instruments and tutoring individual students in reading skills. Normally offered: Fall, Winter. *Prerequisite:* Education 471.

Education 475 (EDU 475)

Reading in the Content Areas (4-2-5). Emphasis on the problems associated with content area reading and strategies for solving these problems. Focus is on adjusting reading instruction to any content area and/or cultural group through appropriate teaching techniques. Most useful at grade levels where content areas are stressed. Normally offered: Winter, Summer. *Prerequisite:* Undergraduate curriculum course or permission of instructor.

Education 490 (EDU 490)

Cullum Lecture Series (5-0-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic. Normally offered: Spring.

Education 491, 492

Seminar in Education [ECE, MG] (5-0-5). Study and discussion of problems emerging from experiences in student teaching; planning school programs; place and responsibility of teaching in school. For further information on student teaching, see the entry for "Teacher Education" in the "Academic Regulations and Basic Information" section of this catalog. Normally offered: Fall, Winter, Spring. *Scheduled concurrently with Education 433/435.*

Education 493 (EDU 493)

Seminar in Education [K-12] (5-0-5). Current literature, explora-

tion and clarification of questions important to the teacher of students. Normally offered: Fall, Winter, Spring. *Scheduled concurrently with Education 434.*

Education 494 (EDU 494)

Instructional Strategies (4-2-5). The study of teaching/learning strategies in selected content areas, with focus on curricular trends and recent development in educational psychology. Normally offered: Quarterly. *Prerequisite: Permission of instructor.*

Education 495 (EDU 495)

Selected Topics (Variable). Seminar and/or directed study on major issues, practices, and research in education. May be repeated for credit. Normally offered: Quarterly.

Education 496 (EDU 496)

Undergraduate Internship (0-15-5). An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. Quarter when offered: To be arranged.

Education 500 (EDU 500)

Teacher Inquiry (0-10-5). A course designed for teachers who have a need to investigate selected areas of teaching responsibility and to practice techniques designed to strengthen their competencies as teachers. Credit for this course is not applicable to degree programs; the grade is not to be computed in the GPA. Course may be repeated for credit. Quarter when offered: To be arranged. *Prerequisite: Post-baccalaureate standing.*

Education 571 (EDU 571)

Teaching of Reading
[ECE, MG] (4-2-5). Study of the various phases of reading in their relation to a modern program of education and the place of reading in the curriculum. Emphasis on current practices of teaching reading with a variety of organizational patterns and materials. Practice on informal assessment. Normally offered: Fall, Winter. *Prerequisite: Education 335 or permission of instructor.*

Education 590 (EDU 590)

Guidance for Exceptional Children and Youth (4-2-5). The study of techniques and

processes in guiding exceptional children and adolescents. Vocational aspirations and self-concepts of exceptional children are considered. Utilization of role playing is an important aspect of the course. Normally offered: Spring--even years. *Prerequisite: Education 440.*

Education 591 (EDU 591)

Development of Curricula for Exceptional Children (4-2-5). Emphasis is on the preparation of appropriate materials for the education of the mentally retarded. Effective usage is considered with curriculum aims and objectives. Normally offered: Fall, Summer.

Education 592 (EDU 592)

Language Arts for Exceptional Children (4-2-5). A study of methods, techniques, and models of language as they relate to the needs of the exceptional child. Class discussion, group presentations, and development of materials are parts of class content. Normally offered: Spring. *Prerequisite: Education 440.*

Education 596 (EDU 596)

Early Childhood Education Internship (0-10-5). The student will daily implement a plan for an early childhood program in a classroom with young children. Other activities may include classroom instruction in curriculum content, early child development, and language of young children. *Prerequisites: Education 330, 333, and 433-491 or permission of instructor.*

Education 602 (EDU 602)

Foundations of Education [Historical, Philosophical, Sociological] (4-2-5). This course is designed to help advanced students develop a connected array of perspectives on the development of educational thought including philosophical and historical perspectives; society's great expectations of the school; contemporary schooling patterns and the foundations of curriculum; pressing issues of finance, cultural diversity, accountability, and control of the schools; and a look at the future of American Education.

Education 603 (EDU 603)

Development of Young Children (4-2-5). A study of theories of early child development as they relate to individual potential and achievement in life situations, particularly cognitive tasks in school settings.

Active participation and/or observation of young children is an integral and important part of this study. Normally offered: Spring.

Education 604 (EDU 604)

Tests and Measurement (4-2-5). Nature and function of measurement in education. Teacher-made and standardized tests and scales. Introductory statistical concepts of measurements. Normally offered: Winter, Summer.

Education 605 (EDU 605)

Instructional Media (4-2-5). Examination of major theories of learning and their relationship to the use of instructional material. Opportunity to examine newer media as well as traditional media utilized in the school. Emphasis on innovative equipment and creative development of instructional materials. Normally offered: Winter, Summer.

Education 606 (EDU 606)

The Middle School (4-2-5). Designed to provide opportunities for students to learn about the characteristics of the middle school learner and the nature of the curriculum designed to meet the needs of the transescent learner. Normally offered: Winter, Summer.

Education 607 (EDU 607)

Clinical Dietetics (5-0-5). This course focuses on the interrelationship of diet and disease. Varying nutritional requirements at different stages of the life cycle will be examined and the basic etiology, pathology, and treatment of selected nutritionally related disease states will be presented.

Education 608 (EDU 608)

Foodservice Administration (5-0-5). This course is designed to provide the student having a background in Foods and Nutrition or Institutional Management with the information necessary to function as an entry-level dietitian in a Healthcare Foodservice Department. The course provides a comprehensive overview of the challenges facing healthcare foodservice management, which includes organization, planning, staffing, and managing.

Education 609 (EDU 609)

Multicultural Education (4-2-5). Investigates the culture-education relationship. Students examine intercultural interaction and communication and the educational experiences of various cultural subgroups.

Strategies for improving performances of low-achieving groups also are studied. Students conduct an original ethnography and prepare a multicultural mini-unit. This course is not designed for initial certification. Normally offered: Winter.

Education 614 (EDU 614)

Advanced Educational Psychology (4-2-5). Applications of the scientific findings of psychology to the more complex problems of the educative process. Normally offered: Fall, Spring, Summer.

Education 615 (EDU 615)

Teaching and Learning Styles (4-2-5). This course is intended for the teacher and administrator who may be interested in the individual differences that exist among those with whom they come in contact. A sensitivity to "Mind Styles" will be helpful in their personal as well as professional lives.

Education 616 (EDU 616)

Teacher-Student Relations (4-2-5). Analysis of the basic social, philosophical, and psychological issues involved in the teacher-student relationship in the public school setting; emphasis on skill development in various techniques of classroom management. Normally offered: Winter, Summer, Fall.

Education 617 (EDU 617)

Psychopathology of Children and Adolescents With Behavior Disorders (4-2-5). This course is designed to examine the various components of behavior disorders so that teachers can obtain and/or provide appropriate services for children and adolescents with behavior disorders. This course will include the history of behavior disorders, etiology, descriptions of behavior disorders, and appropriate treatment for children and adolescents. Normally offered: Fall, even years. *Prerequisite:* Education 440/640.

Education 620 (EDU 620)

Introduction to Counseling (4-2-5). An introduction to professional training for counselors and an opportunity for teachers to acquire an over-view of guidance functions in the school program. Normally offered: Fall, Summer.

Education 625 (EDU 625)

Teaching Mathematics [ECE, MG, SED] (4-2-5). Derivation of appropriate methods

and techniques from basic principles of learning with application to various topics in mathematics. Normally offered: Spring. *Prerequisites:* Teaching experience or an undergraduate methods course in this subject.

Education 635 (EDU 635)

Principles of Curriculum Development [ECE, MG] (4-2-5). Principles and practices of curriculum development with the opportunity to participate in curriculum construction; emphasis on elementary and middle grades learner and curricula. Normally offered: Fall, Winter, Summer. *Prerequisite:* Education 614 or permission of instructor.

Education 637 (EDU 637)

Advanced Curriculum Development [A/S, SED] (4-2-5). Problems of the school, teaching, and curriculum development; emphasis on the preparation and implementation of curricula. Normally offered: Fall, Winter, Summer. *Prerequisite:* Education 614 or permission of instructor.

Education 638 (EDU 638)

Management of Exceptional Children (4-2-5). The study of management techniques as they relate to exceptional children. Factors relevant in planning management programs for learning disabled, mentally retarded, behaviorally disordered, and autistic students in the mild through severe ranges of exceptionality are presented. Student observation and participation in special classes is required. Normally offered: Winter. *Prerequisites:* Education 440 or 640 or permission of instructor.

Education 639 (EDU 639)

Advanced Behavior Management (4-2-5). The study and application of advanced management techniques for severe behavior problems such as physical aggression, self-injurious behavior, and others associated with autism, emotional conflict, learning disabilities, and mental retardation. Participation in a special education class is required. Normally offered: Winter, even years. *Prerequisite:* Education 438 or Education 638.

Education 640 (EDU 640)

Education of Exceptional Children (4-2-5). A survey course which deals with the general problems involved in the education of exceptional children. Meets legislative requirement. Required for graduation in all teacher education programs. Normally

offered: Quarterly. *Prerequisites:* Education 205 or Education 202, 203, and 304.

Education 650 (EDU 650)

Problems in Mental Retardation and Cultural Deprivation (4-2-5). Current literature and thinking concerning the retarded in a technological age. Implications for society. Life plans for the retarded are discussed. Trends and innovative programs, including studies of the culturally different, are considered. Normally offered: Spring—odd years.

Education 651 (EDU 651)

Problems in Education (4-2-5). Examination of problems and emerging practices in light of recent knowledge of teaching and learning in various aspects of the curriculum. Focus may be on specifically designated area of instruction depending on needs of students. Course may be taken more than once for credit. Taught as needed.

Education 652 (EDU 652)

Development of Language and Communication Skills (4-2-5). Focus on relationship of language development and thinking to teaching communicative skills. Specific areas covered include techniques for developing oral and aural language facility. This course is not designed for initial certification. Normally offered: Fall, Spring.

Education 653 (EDU 653)

Teaching Science [ECE, MG, SED] (4-2-5). Derivation of appropriate methods and techniques from basic principles of learning; development of skills needed in cooperative planning; choosing and organizing teaching materials; using the environment; guidance; evaluation procedures. Normally offered: Winter, Summer. *Prerequisite:* Teaching experience or an undergraduate methods course in this subject.

Education 654 (EDU 654)

Teaching Social Studies [ECE, MG, Sec] (4-2-5). Stresses current trends toward emphasizing history and geography and creative teaching strategies applicable to all social studies. Students will examine existing instructional materials and develop and share new lessons. Students also will consider issues and trends in the social studies, such as multicultural education, grouping procedures, fostering high-level thinking, and enhancing students' communication skills. Normally offered: Spring. *Prerequisite:* Teaching experience or an

under-graduate methods course in this subject.

Education 656 (EDU 656)

Introduction to Educational Technology (5-0-5). This is an introductory course in applying the latest developments in educational technology to the classroom. Special emphasis will be placed on integrated software, telecommunications, optical disks, multimedia, and desktop publishing. This is a Macintosh based course.

Education 658 (EDU 658)

Techniques of Research (4-2-5). Development of skills necessary for interpretation and application of educational research. Normally offered: Fall of even years, Spring. *Prerequisite:* Education 614 or 637 or permission of instructor.

Education 660 (EDU 660)

Characteristics of the Gifted (4-2-5). An examination of the nature of children and youth having high potential in multiple areas. Includes consideration of definitions, characteristics, and identification of the gifted/talented as reflected in historical and contemporary theory and research. Attention is given to relationships among definition, identification, and educational planning. Normally offered: Fall, odd years. *Prerequisite:* Education 304 or equivalent and permission of instructor.

Education 661 (EDU 661)

Methods and Materials for Teaching the Gifted (4-2-5). Utilization / evaluation of teaching / learning models for education of the gifted and talented, including consideration of roles, expectancies for learning, and organizational procedures. Practical opportunities to develop, implement, and evaluate curricular experience with gifted and talented students. Normally offered: Winter, even years. *Prerequisite:* Education 660 or permission of instructor.

Education 662 (EDU 662)

Creative Thinking and Problem Solving (4-2-5). This course is designed for the educator, counselor, or administrator at any level who wants to delve into the "whys" and "hows" of nurturing creative talent in his or her subject matter and environmental setting and who realizes that there is no sure or easy way to accomplish this. The course sessions are designed to guide the student through a sequence of exercises and experiences leading to increased creative

behavior. Normally offered: Spring.

Education 664 (EDU 664)

Curriculum Program/Development for the Gifted (4-2-5). This course is designed to prepare teachers of the gifted to develop a qualitatively differentiated curriculum for the gifted. The course will include a review of various conceptual models for designing programs for gifted students. Normally offered: Spring, even years. *Prerequisite:* Education 660 and 661 or the equivalent.

Education 665 (EDU 665)

Career Exploration (4-2-5). The course is designed to meet the skill and knowledge needs of teachers [K-12] in career development education. Class and field experiences will acquaint school personnel with theories and practices related to incorporating career education into the K-12 curriculum. Development of teaching plans and materials for career education of students will be a major component of the course. Normally offered: Summer.

Education 671 (EDU 671)

Current Trends in Reading Instruction (4-2-5). Review of traditional practices in teaching reading. Emphasis on current research and trends in reading instruction. Normally offered: Fall, Spring. *Prerequisite:* Education 471 or permission of instructor.

Education 672 (EDU 672)

Diagnosis and Correction of Reading Disabilities (4-2-5). Diagnostic procedures and materials with emphasis on application of diagnostic techniques with both groups and individuals. Students diagnose and prescribe reading disability cases under supervision. Normally offered: Winter. *Prerequisites:* Education 304, 614, and 671.

Education 673 (EDU 673)

Materials and Methods in Reading (4-2-5). Critical evaluation of instructional methods and materials in all areas of reading. Emphasis on demonstration and student production and application of materials and methods for effective reading instruction, including the content fields. Normally offered: Spring. *Prerequisites:* Education 471 and Education 304 and 614 and/or permission of instructor.

Education 675 (EDU 675)

Reading in the Content Areas (4-2-5).

Emphasis on the problems associated with content area reading and strategies for solving these problems. Focus is on adjusting reading instruction to any content area and/or cultural group through appropriate teaching techniques. Most useful at grade levels where content areas are stressed. Normally offered: Winter, Summer. *Prerequisite:* Education 335 or Education 337 or permission of instructor.

Education 677 (EDU 677)

Practicum in Reading (0-10-5). Supervised practicum experiences with emphasis on diagnostic, prescriptive and remedial work with individuals with reading disabilities. Normally offered: Winter, Summer. *Prerequisites:* Education 671, Education 672, Education 673, Education 722, and permission of instructor.

Education 681 (EDU 681)

Characteristics of the Learning Disabled (4-2-5). An introductory course concerning learning disabled children and youth. Definitions, educational traits, emotional and social characteristics are surveyed. Consideration will be given to diagnosis and prescriptions. Normally offered: Fall. *Prerequisite:* Education 440 or Education 640 or the equivalent.

Education 682 (EDU 682)

Methods and Materials for Teaching the Learning Disabled (4-2-5). The study of teaching methods and materials as they relate to children and youth with specific learning disabilities. Selection and adaptation of materials, lesson construction, and the planning and implementation of activities are to be emphasized. Laboratory experience is required. Normally offered: Winter. *Prerequisite:* Education 440, Education 640, Education 681, or permission of instructor.

Education 683 (EDU 683)

Practicum With Learning Disabled Children and Youth (1-10-5). An opportunity to observe learning disabled children and youth. Participation in aiding the remediation of their educational deficits is an integral part. Normally offered: Spring. *Prerequisites:* Education 440 or Education 640, Education 681, and Education 682.

Education 684 (EDU 684)

Characteristics of Behaviorally Disordered Children & Youth (4-2-5). A study of the nature and characteristics of behaviorally

disordered children and youth. Definitions, educational traits, emotional and social characteristics, and assessment instruments as related to the educational setting are considered. Laboratory and field experience is required. Normally offered: Fall. *Prerequisite:* Education 440 or Education 640 or the equivalent.

Education 685 (EDU 685)

Curriculum and Methods: Behavior Disorders (4-2-5). Critical evaluation of teaching methods and materials for behaviorally disordered children and youth in educational settings. Selecting, adapting, planning, and implementing of programs are emphasized. Laboratory field experience is required. Normally offered: Winter. *Prerequisites:* Education 440, or Education 640 or the equivalent, Education 684, Education 638, or permission of the instructor.

Education 687 (EDU 687)

Trends and Issues in Special Education (4-2-5). This course is intended to familiarize the student with the current problems, trends, issues, and research in the field of special education. Normally offered: Winter, even years. *Prerequisite:* Education 440/640.

Education 690 (EDU 690)

Readings & Research in Education of Exceptional Children & Youth (4-2-5). In-depth reading and reporting on educational or social facet emphasizing exceptional children and youth. A scrutiny of the literature is stressed. Normally offered: Winter—even years.

Education 691 (EDU 691)

Seminar in Education (4-2-5). Study of issues, theories and emerging practices in education through investigation, research reports, and critical analysis. Normally offered: Summer.

Education 692 (EDU 692)

Seminar in Education (4-2-5). This seminar focuses on the study and analysis of emerging educational practices, issues, and trends in all areas of curriculum, instruction, and management in American education. Normally offered: Spring, Summer. *Prerequisite:* The student must be admitted to the Specialist in Education Program.

Education 694 (EDU 694)

Instructional Strategies (4-2-5). The study of

teaching/learning strategies in selected content areas, with focus on curricular trends and recent development in educational psychology. Normally offered: Quarterly. *Prerequisite: Permission of Instructor.*

Education 695 (EDU 695)

Selected Topics (4-2-5). The content of this course is intended to meet the needs and interests of graduate students in selected areas of education. May be repeated for credit with prior approval. Normally offered: Quarterly. *Prerequisite: Permission of Instructor.*

Education 700 (EDU 700)

Methods of Educational Research (4-2-5). Research skills and related competencies involved in the planning, conducting, and reporting of applied research studies of the type of the degree of Master of Education. Normally offered: Winter, Summer.

Education 705 (EDU 705)

Statistical Methods in Education (4-2-5). Survey of descriptive and inferential statistical methods. Includes study of research designs and related statistical procedures. Normally offered: Fall of odd years.

Education 710 (EDU 710)

Supervision for Teacher Support Specialist (4-2-5). Introduction to the theory and practices involved in the supervision of student teaching and other professional field experiences. Provides opportunity for the teacher to develop skills and plans necessary for guiding student teachers in planning, implementation, and evaluation of instruction and classroom management. Normally offered: Winter. *Prerequisite: Valid renewable teaching certificate and at least three years of successful teaching experience.*

Education 711 (EDU 711)

Assessment of Student/Beginning Teaching Experience (4-2-5). Designed to help teachers develop skills necessary for assessing student teacher and beginning teacher performance, based on criteria specified by the Georgia State Department of Education. Normally offered: Winter.

Education 712 (EDU 712)

Internship for Teacher Support Specialist (4-2-5). Course designed as the second course in the supervision sequence. It will provide opportunities for participants to

further develop and apply the cognitive, technical, and affective skills necessary for guiding student teachers, beginning teachers, or other laboratory students in planning, implementing, and evaluating classroom instruction and classroom management. Normally offered: Spring. *Prerequisites: Education 710 and recommendation of school system.*

Education 714 (EDU 714)

Supervision of Instruction (4-2-5). The primary focus of this course is to provide the students with the skills necessary to provide supportive supervision to a classroom teacher in the areas of planning, presenting, and evaluating instruction and managing a classroom. The skills involved in helping teachers in the areas of curriculum development and staff development will also be covered. Normally offered: Winter.

Education 715 (EDU 715)

Practicum in Supervision (1-10-5). This course is intended to provide the student with opportunity to apply knowledge of supervision and demonstrate supervisory skills in his or her field of certification. Normally offered: Spring. *Prerequisites: Education 711, 713 or 714 or upon recommendation of the student's advisor or course instructor.*

Education 716 (EDU 716)

Supervision of Educational Personnel (4-2-5). This course is designed to introduce the teacher or administrator to supervision. It covers the history, nature, purpose and tasks of supervision. The following tasks are examined in some detail: improvement of instruction, curriculum development, staff development, and evaluation of instruction. Normally offered: Fall. *Prerequisites: T-4 certification (T-5 recommended); one year of teaching experience.*

Education 721 (EDU 721)

Biological and Cultural Aspects of Mental Retardation (4-2-5). Description of biogenic aspects of mental retardation and cultural aspects. Implications concerning education and adjustment are stressed with the facets of diagnosis and educational modifications. Normally offered: Winter—odd years.

Education 722 (EDU 722)

Educational Assessment of the Learner (4-2-5). Students learn to administer and interpret commonly used assessment instru-

ments. This includes criterion and norm referenced tests used in measuring school readiness, reading, math and language achievement, general content area knowledge, and basic competencies. Normally offered: Fall, odd years.

Education 735 (EDU 735)

Practicum in Education (1-10-5). Practical experiences with students under supervision. Focus will be determined by needs of individual student. May be repeated for credit. Taught as needed.

Education 737 (EDU 737)

Practicum With Exceptional Learners -- Behavior Disorders (1-10-5). Supervised practica experiences with behaviorally disordered children and/or youth with emphasis on implementing appropriate management and teaching strategies. Most students will be required to participate in two 5-hour practica. Normally offered: Spring, Summer. *Prerequisites:* Education 684, Education 685, and Education 438/638.

Education 737 (EDU 737)

Practicum With Exceptional Learners M.R. (V-V-5). Planned situations where varying methodologies of teaching or program planning are carried out. May be repeated for credit. Normally offered: Spring, even years. *Prerequisites:* Education 440 or Education 640, Education 461, Education 462 or Education 721, and Education 591.

Education 741 (EDU 741)

Fundamentals of School Administration (4-2-5). Introduction to the theory and practice of educational administration. The course is concerned with the competencies for managing effective schools and increasing individual and group productivity. Theories and research findings that guide sound management practice will be covered, i.e., effective school research, adult learning theory, change theory, principal as instructional leader, organizational development.

Education 742 (EDU 742)

Educational Business Administration (4-2-5). This course surveys the non-instructional areas of educational administration. Topics studied include the management of finance, information, time, records, physical facilities and resource management. The management aspects of related topics such as student affairs, personnel services,

sensitive educational programs, special education services and other public and private educational arrangements are also discussed as part of the course.

Education 743 (EDU 743)

School Law (4-2-5). This is a survey of the field of school law emphasizing the legal requirements of managing the public school, the legal status of teachers and students, group discrimination law, tort liability, legal controls of school finance, and the issues of religion and public education. Normally offered: Winter.

Education 744 (EDU 744)

Educational Personnel Administration (4-2-5). Recruitment, selection, employment, appraisal and development of educational personnel will be covered in this course. Normally offered: Summer.

Education 745 (EDU 745)

Public School Finance (4-2-5). The course will examine the equity and efficiency of tax-supported public education, current trends in funding of public education, and administrative tasks of the budget process such as determining needs, establishing cost, compensating personnel, purchasing, accounting, auditing, inventorying, warehousing, and paying the bills. *Prerequisites:* Teaching experience; Education 741 and Education 742 or permission of instructor.

Education 746 (EDU 746)

Leadership Styles (4-2-5). This course provides the opportunity for students to study leadership theory and effective management practices in American and international organizations. Normally offered: Fall.

Education 747 (EDU 747)

Computers and School Administration (4-2-5). An entry-level course in the administrative uses of computers in the schools. The course will deal with policies and applications related to the role of the computer in managing business operations, the educational program and the instructional program. The course will examine software and hardware including Apple (DOS 3.3 and PRODOS) and IBM (MS-DOS) based systems. A laboratory component will enable students to have hands-on experience with both computer systems. Normally offered: Spring.

Education 748 (EDU 748)

Governance of Public Schools (4-2-5). This course is to provide information concerning federal, state, and local laws, policies, standards, and regulations needed for effective administration of American schools. Normally offered: Spring.

Education 749 (EDU 749)

The Principalship (4-2-5). This course will deal with the necessary competencies required for effective and productive educational leadership as it pertains to the role of the principalship. Normally offered: Spring. *Prerequisite:* Education 741.

Education 750 (EDU 750)

Human Relations for School and Community (4-2-5). This course is designed to provide the opportunity for current and potential educational leaders to apply principles of human relations and group dynamics with students, parents, staff administrators, school board members, and community. General issues of the various forms of human diversity found in schools and communities will be addressed: i.e., cultural, gender, class, and language. *Prerequisites:* Education 714, 741, 744, or permission of instructor.

Education 770 (EDU 770)

Community Counseling, Intervention and Diagnosis (4-2-5). This course is designed to provide students with an opportunity to develop a knowledge base regarding the counseling skills and services provided in a variety of community counseling facilities such as: area mental health centers, correctional facilities, alcohol/drug abuse treatment centers, employee assistance agencies, private counseling centers, and rehabilitation agencies. Diagnostic and intervention strategies will focus on the identification of DSM III-R disorders and appropriate treatment of referral procedures. Normally offered: Winter.

Education 772 (EDU 772)

Marriage & Family Counseling (4-2-5). A graduate course intended to introduce students to the principles of Family Systems Theory and its application to family therapy. Also included are the stages of relationships, premarital assessment, marriage enrichment, intervention strategies, divorce adjustment, and specific techniques on how to conduct both marriage and family therapy. Other topics are conjoint therapy, codependence, single-parent families, and

child abuse. Normally offered: Fall.

Education 780 (EDU 780)

Counseling and Communication Skills (4-2-5). A course designed to help students develop the skills necessary to communicate effectively with others and establish a counseling relationship. Skills include the ability to understand the client's problems, establish a therapeutic relationship, and facilitate the client's movement towards behavior change. Normally offered: Fall, Spring.

Education 782 (EDU 782)

Theories and Techniques of Counseling (4-2-5). An introduction to the theoretical approaches to counseling and their practical application in a variety of clinical settings. Students will examine the effects of different counselor roles and values, ethical and legal considerations, and professional organizations. Normally offered: Fall.

Education 784 (EDU 784)

Organization and Administration of Counseling Services (4-2-5). A course providing beginning counselors the knowledge necessary to develop and administer a comprehensive guidance program within a school or community setting. Subjects covered are history of guidance, testing services, vocational counseling & placement services, evaluation procedures, and professional, ethical and legal standards within a guidance program. Normally offered: Spring. *Prerequisite:* Education 620 or permission of the instructor.

Education 786 (EDU 786)

Career Counseling and Vocational Development (4-4-5). This course will provide counselors with the knowledge and skills necessary to conduct career counseling aimed at providing clients with insight and direction to their vocational goals. Students examine theories of career development, sources of occupational and educational information, life-style and career decision making processes, and program development. Normally offered: Winter.

Education 788 (EDU 788)

Counseling Practicum (4-15-5). The counseling practicum requires the beginning counselor to participate in 100 clock hours of clinical practice within a designated school or facility. Students will have a supervised experience with individual and group interactions, participate in profes-

sional activities, and meet weekly with program faculty supervisors to review counselor-client dynamics. Normally offered: Quarterly. *Prerequisites:* Education 620, Education 780, Education 782, Education 786, and permission of instructor.

Education 790 (EDU 790)

Counseling Internship (4-30-5). Internship is designed around the CACREP accreditation standards requiring a field placement for a minimum of 600 clock hours. Two quarters of internship are typically taken consecutively. Students perform all the daily functions of a professional counselor with supervision provided on site and from program faculty. Normally offered: Quarterly. *Prerequisites:* Education 620, Education 780, Education 782, Education 784, Education 786, Education 788 and permission of the instructor.

Education 792 (EDU 792)

Advanced Counseling Theory (4-2-5). An advanced course covering various theoretical approaches to counseling and psychotherapy with special emphasis on applied therapeutic techniques. Students must be at the post-master's level in their training and already possess acceptable counseling skills. This course is intended to broaden the professional counselor's existing skills. Normally offered: Winter. *Prerequisites:* Education 620, Education 780, Education 782, permission of instructor.

Education 794 (EDU 794)

Advanced Counseling Practicum (4-15-5). This course is designed for students who wish to broaden their counseling skills. Students will be placed within a facility under supervision and be expected to perform professional-level counseling and consultation activities. Normally offered: Spring. *Prerequisites:* Education 788, Education 792, permission of instructor.

Education 799 (EDU 799)

Applied Project in Education (5-10-5). Preparation of an independent project usually under the direction of the major professor. Students who register for this course but do not complete the project in that quarter will receive a grade of IP and will be required to register for the course each quarter until the project's completion, at which time the grade will become "S." Normally offered: Fall, Winter, Spring.

English 051 (ENG 051)

Critical Reading (5-0-5). Instruction in analyzing expository, argumentative, and narrative writing. The course endeavors to increase the students' vocabulary, to enhance their ability to understand figurative language, and to teach them to make sound inferences. *Prerequisites:* English 101 and 102.

English 052 (ENG 052)

Expository Writing (5-0-5). Instruction in composing expository and argumentative essays. The course emphasized organization, development, and coherence. *Prerequisites:* English 101 and 102.

English 098 (ENG 098)

Developmental English I (5-0-5). This course gives students instruction and practice in writing sentences, structuring paragraphs, and editing their compositions. The course includes intensive writing practice, verbal and written analyses of sample compositions, individually assigned laboratory work, and frequent conferences with the instructor. Credit for this course is not applicable to degree programs and is not transferable to other institutions.

English 099 (ENG 099)

Developmental English II (5-0-5). This course gives the student instruction and practice in writing and editing essays. It includes intensive writing practice, verbal and written analyses of essays, individually assigned laboratory work, and frequent conferences with the instructor. Instruction focuses on the writer's need to generate ideas, organize thoughts, and avoid grammatical and mechanical errors which distract or confuse readers. Credit for this course is not applicable to degree programs and is not transferable to other institutions.

English 101 (ENG 101)

College Composition I (5-0-5). Instruction in reading and writing essays. The course emphasizes critical thinking, coherent development of ideas, and clarity of expression.

English 101(FU) (ENG 101FU)

College Composition I (10-0-5). As 101 above, but designed to meet the needs of non-native speakers of English. The course runs two consecutive quarters, to allow for extensive acclimatization to American-English culture and usage.

English 102 (ENG 102)

College Composition II (5-0-5). Further instruction in the principles of good writing; introduction to drama, fiction, and poetry; techniques of writing the research paper. *Prerequisite:* English 101, with grade of C or better.

English 110 (ENG 110)

Preparation for Regents' Test (1-1-2). Intensive instruction in critical reading and expository writing in preparation for the Regents' Test. Suggested for (1) Students whose teachers recommend additional preparation; (2) Students who have made a C in English 101 and/or 102 on their first try; (3) Students who have been out of school for a number of years. Strongly recommended for (1) Students who have transferred English 101 credits to AC; (2) All non-native English speakers; (3) Students who have repeated 101 or 102 English classes and have made C's. Students who have attempted the Regents' Test may not take English 110. Those who take the Regents' Test and fail should take English 051 and/or 052. Normally offered: Quarterly.

English 111 (ENG 111)

Honors Freshman English (5-V-10). Admission only by invitation of the department. The course combines the work of English 101-102.

English 211 (ENG 211)

Creative Writing (5-0-5). Study and application of the techniques of fiction, poetry, and drama.

English 225 (ENG 225)

Introduction to Literary Studies (5-0-5). A preparation for survey, genre, and major figure courses in literature. The student will review basic literary terms and concepts, be introduced to the literary histories of England and America, and become acquainted with major critical approaches, standard library resources, conventions of scholarly writing, and career prospects.

English 295 (ENG 295)

Selected Topics (Variable). A study of various literary movements, developments and genres of interest to the lower-division undergraduate student.

English 301 (ENG 301)

Literature in Performance I (5-0-5). An introduction to the art of theatre, as well as

an historical survey of the development of Western drama from Ancient Greece to the Middle Ages. *Prerequisites:* English 101-102 or 111; Humanities 221, 222, 323.

English 302 (ENG 302)

Literature in Performance II (5-0-5). A continuation of English/COD 301. Beginning with the Italian Renaissance, a study of the mise-en-scene and the history of dramatic literature to the Modern period. *Prerequisites:* English 101-102 or 111, Humanities 221, and Communications 200 or permission of instructor.

English 306 (ENG 306)

Technical Writing (5-0-5). Intensive study of theory and practice of writing descriptions, explanations, and summaries of technical processes and materials. Students focus on clarifying complex subject-matter and communicating it to specific audiences, lay and technical, in abstracts and précis, manuals, and other forms of reports. *Prerequisites:* English 101-102 or 111; Humanities 221, 222, 323.

English 313 (ENG 313)

Black Literature (5-0-5). A survey of Afro-American literature from the early slave narratives to the present. Emphasis is placed on the writings of Wright, Baldwin, and Ellison. *Prerequisites:* English 101-102 or 111; Humanities 221, 222, 323.

English 320 (ENG 320)

Sandhills (5-0-5). Study and application of the techniques of fiction, poetry, and drama. Enrollment in the course entails free participation in the Sandhills Writers' Conference, attendance at its sessions, and individual conferences with and critiques by its staff. *Prerequisites:* English 101-102 or 111; Humanities 221, 222, 323.

English 372 (ENG 372)

Writing Song Lyrics and Poems (5-0-5). An introductory course in the writing of verse and poetry. Students will study successful songs and poems and write numerous songs and poems of their own. Some studio recording and public reading of selected student writing will be required. *Prerequisites:* English 101-102 or 111; Humanities 221, 222, 323.

English 374 (ENG 374)

Short Fiction Workshop (5-0-5). An introduction to basic concepts and procedures important to the processes of creating short

works of fiction. Students will write stories, review stories, critique the work of other students, analyze selected published stories, and read selected texts focusing on the writing process. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 401 (ENG 401)

Children's Literature (5-0-5). A survey of literature for children, including poetry, picture-books, fairy tales, myths and legends, and novels. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 402 (ENG 402)

Literature for Pre-Adolescents and Adolescents (5-0-5). Designed for teachers in the middle grades and high school. A survey of types of literature primarily read by pre-adolescents and adolescents. (This course does not count toward the English major.) *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 403 (ENG 403)

Teaching Composition to Children (5-0-5). A study of methods of teaching written composition to children; the course will emphasize composition in the middle school. (This course does not count toward the English major.) *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 404 (ENG 404)

Advanced Writing (5-0-5). Practice in various types of writing appropriate to the academic and career interests of the student. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 405 (ENG 405)

Teaching English for Speakers of Other Languages (5-0-5). A course in ESOL (English for Speakers of Other Languages) curriculum design and evaluation, including methods and materials for teaching, listening, speaking, reading and writing skills to nonnative students of English. Strategies for measuring students' proficiency in English at different stages of second language acquisition will be discussed.

English 420 (ENG 420)

The Modern American Novel (5-0-5). A study of several major American novels written since World War I, including works by such novelists as Hemingway, Fitzgerald, Faulkner, West, and Bellow. May be

taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 421 (ENG 421)

American Literature to the Rise of Realism (5-0-5). The major writers of 1860, with special emphasis on Poe, Hawthorne, and Melville. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 422 (ENG 422)

American Literature Since the Rise of Realism (5-0-5). The major writers since 1860, with special emphasis on Twain, James, Dickinson, and Eliot. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 430 (ENG 430)

Modern Drama (5-0-5). A survey of major European and American dramatists, including Ibsen, Shaw, Chekhov, Yeats, O'Neill, Sartre, Brecht, Miller, and Williams. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 435 (ENG 435)

Modern Poetry (5-0-5). A study of the major movements in English and American poetry from World War I to the present. Emphasis is placed on Eliot, Yeats, Pound, Frost, and Auden. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 445 (ENG 445)

The English Novel to 1900 (5-0-5). A survey of the British novel, emphasizing the novels of Defoe, Richardson, Fielding, Austen, Brontë, Dickens, and Hardy. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 446 (ENG 446)

The Modern British Novel (5-0-5). A study of several modern British novels, with emphasis on works by Conrad, Woolf, Lawrence, Forster, Greene, and Joyce. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 450 (ENG 450)

Chaucer (5-0-5). *Troilus and Criseyde*, *The Canterbury Tales*, and some minor poems. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 455 (ENG 455)

Shakespeare (5-0-5). The major histories, comedies, and tragedies; the Elizabethan theatre. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 460 (ENG 460)

Milton (5-0-5). The major and minor poems and selected prose. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 461 (ENG 461)

Anglo-Saxon and Middle English Literature (5-0-5). A survey of English Medieval Literature: the major genres and works of the period from Beowulf through Malory. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 462 (ENG 462)

English Literature from Renaissance to Restoration (5-0-5). A survey of English literature from 1845 to the Restoration. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 463 (ENG 463)

English Literature from the Restoration to the Romantics (5-0-5). A survey of English literature from the Restoration to 1830. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 464 (ENG 464)

English Literature of the Victorian and Modern Periods (5-0-5). A survey of English literature from 1830 to 1945. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 469 (ENG 469)

Theories of Writing (5-0-5). An introduction to theories of writing, both classical and modern, including the perspectives offered by linguistics, psychology, rhetoric, and literary theory. *Prerequisites: English 101-*

102 or 111; Humanities 221, 222, 323.

English 470 (ENG 470)

Literary Criticism (5-0-5). The major critics from Aristotle to the present, with emphasis on the development of various twentieth-century critical positions. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 472 (ENG 472)

Poetry Workshop (5-0-5). An intensive practicum in the writing of poetry. Students will write and revise their own poetry; participate in a weekly workshop of evaluation and criticism; and read extensively in the work of contemporary poets. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 474 (ENG 474)

Fiction Workshop (5-0-5). Advanced concepts and procedures important to the writing process, among them questions of genre, mode, and technique. Students will write material in the genre of their choice, critique the work of other students, analyze selected published works, and read selected texts focused on the writing process. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 475 (ENG 475)

Teaching High School English (5-0-5). A consideration of the problems involved in teaching language, literature, grammar, and composition at the high school level. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 477 (ENG 477)

Dramatic Writing (5-0-5). A workshop in the writing of one-act and full-length plays or screenplays. Topics to be discussed include Aristotle and dramatic theory, plot structure, character, dialogue, naturalism, symbolism, theme, production problems, and manuscript format. *Prerequisites: English 101-102 or 111; Humanities 221, 222, 323.*

English 478 (ENG 478)

Major Project I (V-V-5). An independent study course which allows the student to devote full attention to a writing project. The student should focus on some aspect of narrative, dramatic, or poetic writing and should produce a work of publishable or

near publishable quality. *Prerequisites:* English 101-102 or 111; Humanities 221, 222, 323.

English 479 (ENG 479)

Major Project II (V-V-5). An advanced independent study course which allows the student to devote full attention to a writing project. The student should focus on some aspect of narrative, dramatic, or poetic writing and should produce a work of publishable or near publishable quality. *Prerequisites:* English 101-102 or 111; Humanities 221, 222, 323.

English 480 (ENG 480)

Introduction to Linguistics (5-0-5). The fundamentals of descriptive and structural linguistics; phonemes and phonemic transcription; morphology and syntax; and transformational grammar. *Prerequisites:* English 101-102 or 111; Humanities 221, 222, 323.

English 485 (ENG 485)

History and Structure of the English Language (5-0-5). Anglo-Saxon to the present. *Prerequisites:* English 101-102 or 111; Humanities 221, 222, 323.

English 490 (ENG 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic. *Prerequisites:* English 101-102 or 111; Humanities 221, 222, 323.

English 494 (ENG 494)

Review for Exit Exam (1-0-1). A condensed review of English and American literature to prepare graduating English majors for their exit exam. *Prerequisites:* English 101-102 or 111; Humanities 221, 222, 323.

English 495 (ENG 495)

Selected Topics (5-0-5). Seminar in a particular subject or movement, often conducted on an interdisciplinary basis. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite:* Permission of the

instructor.

English 496 (ENG 496)

Undergraduate Internship (1-15). An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. Quarter when offered: To be arranged. *Prerequisites:* English 101-102 or 111; Humanities 221, 222, 323.

English 499 (ENG 499)

Undergraduate Research (Variable). Research into a specific topic under the close direction of the supervising instructor. Emphasis will be placed on the student's learning research techniques. Quarter when offered: To be arranged. *Prerequisite:* Permission of the instructor.

English 590 (ENG 590)

Teaching European Literature I (5-0-5). A systematic coverage of European literature from the beginning to 1700; approaches and techniques of teaching literature survey courses at the high school and college levels. Normally offered: Spring. *Prerequisite:* Appropriate undergraduate survey sequence or permission of instructor.

English 591 (ENG 591)

Teaching European Literature II (5-0-5). A systematic coverage of European literature from 1700 to the present; approaches and techniques of teaching literature survey courses at the high school and college levels. Normally offered: Spring. *Prerequisite:* Appropriate undergraduate survey sequence or permission of instructor.

English 601 (ENG 601)

Literature for Children (5-0-5). A critical study of literature for children. Topics include the history of children's literature, a survey of types of children's literature, and problems in teaching literature. *Prerequisites:* Admission to the graduate school and permission of instructor.

English 605 (ENG 605)

Issues in Literary Criticism (5-0-5). A study of important issues in literary criticism from the work of Plato to the present, with emphasis upon twentieth-century critical thought. Normally offered: Spring. *Prerequisites:* Admission to graduate study and

permission of instructor.

English 610 (ENG 610)

Teaching English in the High School (5-0-5). Advanced study of approaches to teaching English at the high school level, with emphasis on composition and grammar.

English 615 (ENG 615)

English Language I (5-0-5). Introduction to linguistics: studies in the nature of language, phonology, morphology, syntax, semantics, and language variation. Normally offered: Fall. *Prerequisites:* Admission to graduate study and permission of instructor.

English 620 (ENG 620)

English Language II (5-0-5). Modern grammatical systems. Normally offered: Winter. *Prerequisites:* English 615 or an equivalent course in linguistics; admission to graduate study and permission of instructor.

English 625 (ENG 625)

History and Structure of the English Language (5-0-5). Studies in the nature of linguistic change and the development of the English language from Old English to the present. Normally offered: Winter. *Prerequisites:* Admission to graduate study and permission of instructor.

English 631 (ENG 631)

Elizabethan Literature (5-0-5). A survey of non-dramatic literature written during the sixteenth century, with emphasis on Sidney, Spenser, and Shakespeare. Normally offered: Spring. *Prerequisites:* Admission to graduate study and permission of instructor.

English 661 (ENG 661)

English Romanticism (5-0-5). An advanced survey of major Romantic poetry and prose, with emphasis on Scott, Wordsworth, Coleridge, Byron, Shelley, and Keats. Normally offered: Winter. *Prerequisites:* Admission to graduate study, ENG 341 and permission of instructor.

English 671 (ENG 671)

American Romanticism (5-0-5). An intensive survey of American Romanticism with special emphasis on Irving, Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, and selected Black writers. Normally offered: Spring. *Prerequisites:* Admission to graduate study and permis-

sion of instructor.

English 673 (ENG 673)

American Realism and Naturalism (5-0-5). A study of the major works and authors of the Realist and Naturalist movements, 1865-1917. Normally offered: Spring. *Prerequisites:* Admission to graduate study and permission of instructor.

English 675 (ENG 675)

Twentieth Century American Literature (5-0-5). A study of the major works and authors in twentieth-century American literature. Normally offered: Spring. *Prerequisites:* Admission to graduate study and permission of instructor.

English 693 (ENG 693)

Studies in Genre (5-0-5). A study of a particular literary genre, such as comedy, tragedy, or satire. Quarter when offered: To be arranged. *Prerequisites:* Admission to graduate study and permission of instructor.

English 695 (ENG 695)

Selected Topics (5-0-5). Seminar in special subject area related to the needs of students in the graduate program. Normally offered: Fall. *Prerequisites:* Admission to graduate study and permission of instructor.

English 705 (ENG 705)

Studies in European Literature (5-0-5). A seminar in European literature with emphasis on research and critical evaluation of a specific theme or aspect of European literature. Quarter when offered: To be arranged. *Prerequisites:* Admission to graduate study and permission of instructor.

English 710 (ENG 710)

Studies in English Literature (5-0-5). Studies in selected authors, movements, or subjects in English literature. Quarter when offered: To be arranged. *Prerequisites:* Admission to graduate study and permission of instructor.

English 715 (ENG 715)

Studies in American Literature (5-0-5). Studies in selected authors, movements, or subjects in American literature. Quarter when offered: To be arranged. *Prerequisites:* Admission to graduate study and permission of instructor.

English 720 (ENG 720)

Studies in Shakespeare (5-0-5). Studies in the major plays of Shakespeare. Normally offered: Spring. *Prerequisites:* Admission to graduate study and permission of instructor.

Finance 210 (FIN 210)

Personal Finance (5-0-5). This course is designed to assist individuals in answering questions that arise in the process of managing their financial affairs. It provides a look at budgeting, allocation of income, the use of credit, the role of insurance, and the purchaser of real estate. Not to be used to fulfill major requirements for business. *Prerequisite:* None.

Finance 315 (FIN 315)

Corporate Finance (5-0-5). This course deals with the fundamental tools of financial management: namely, the time value of money, risk and return measurement, determination of cash flow, pro-forma statements, and ratio analysis. These tools in conjunction with basic financial theory and concepts are used to study the financial problems facing the firm and how these problems are solved. *Prerequisites:* Economics 252, Accounting 212, Mathematics 311, and junior standing.

Finance 415 (FIN 415)

Advanced Corporate Finance (5-0-5). This course deals with the allocation of resources to both short-term and long-term assets. Measuring the cost of capital, determining the appropriate capital structure, dividend policy, and valuation are addressed. The course is taught using the case method, which enables the student to apply knowledge in a decision-oriented framework. *Prerequisites:* Finance 315.

Finance 421 (FIN 421)

Investments and Market Analysis (5-0-5). Institutional analysis of the markets for securities, the methods of investment analysis, and their application in fundamental and technical analysis, of individual companies, industries, and the stock market, and specific markets in stocks, options, commodities, and futures. *Prerequisite:* Finance 315.

Finance 422 (FIN 422)

Portfolio Theory and Management (5-0-5). A study of modern portfolio theory and its application with emphasis on the selection and management of bond and common

stock portfolios. *Prerequisites:* Finance 315, Finance 421.

Finance 426 (FIN 426)

Management of Financial Services Institutions (5-0-5). Study of management decision making within financial services institutions using a case analysis approach. Capital management decision, asset and liability management decisions, lending and investment policy and practices will be examined to determine how these firms' management decisions can impact firm value. *Prerequisite:* Economics 425.

Finance 473 (FIN 473)

Risk Management (5-0-5). This course is designed to acquaint the student with an understanding of pure risk, the nature of risk management, the role of risk manager, and the various tools of risk management with major emphasis on insurance. *Prerequisite:* Finance 315.

Finance 475 (FIN 475)

Real Estate Asset Management (5-0-5). This course requires the student to apply various business principles to the market place for real estate. The student will investigate the legal underpinnings to the real estate market. Real estate is presented in the context of the risk-return continuum in the asset market. *Prerequisite:* Finance 315.

Finance 495 (FIN 495)

Selected Topics in Finance (Variable). A seminar and/or directed study of a major issue, practice, or problem in finance. *Prerequisite:* Permission of advisor to use in the major area and senior standing.

Finance 515 (FIN 515)

Foundations of Finance (5-0-5). This course is designed to acquaint non-business degreed graduate students with the tools and constructs necessary for understanding the major topics involving the financial management of an organization. There is a strong emphasis on quantitative analysis with respect to the topics covered. *Prerequisites:* Graduate status; Economics 501, Accounting 502, or equivalent courses.

Finance 603 (FIN 603)

Managerial Finance (5-0-5). This course is designed to give the student the basic knowledge concerning the financial function of modern organizations. Cases will be used to enable the student to apply the basic knowledge. *Prerequisites:* Graduate

student status, Finance 315, or equivalent courses.

Finance 676 (FIN 676)

Real Estate Finance and Investment (5-0-5). Covers the necessary background and techniques for making sound decisions in real estate financing and investing. In addition, it undertakes a survey of current practices in today's real estate finance and investment markets and it includes considerations for future trends. *Prerequisite:* Finance 315 or equivalent course and graduate student status.

Finance 695 (FIN 695)

Current Issues in Finance (Variable). A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisites:* Graduate student status and permission of the Director of Graduate Studies.

French 111 (FR 111)

Elementary French (5-1-5). Fundamentals of listening, speaking, reading, and writing French. Normally offered: Fall.

French 112 (FR 112)

Elementary French (5-1-5). Continuation of FR 111. Normally offered: Winter. *Prerequisite:* FR 111 or equivalent.

French 201 (FR 201)

Intermediate French I (5-1-5). Review of French grammar; reading and translation of various types of French literature. Emphasis on oral expression and aural comprehension. Not to be included in the 20 hours required for a minor in French. Normally offered: Spring. *Prerequisite:* FR 111-112 or two units of high school French.

French 202 (FR 202)

Intermediate French II (5-0-5). A continuation of French 201. Not to be included in the 20 hours required for a minor in French. Normally offered: Fall. *Prerequisite:* FR 201 or equivalent.

French 311 (FR 311)

Conversational French (Variable). A course designed to promote the student's ability to express himself or herself correctly in spoken and written French; emphasis on vocabulary building, oral expression, interactive activities. *Prerequisite:* FR 202 or equivalent.

French 312 (FR 312)

French Composition (5-1-5). A course designed to promote the student's ability to express himself or herself correctly in written French. Emphasis on vocabulary building and advanced grammar. Some expository writing, letter writing, creative writing. *Prerequisite:* French 202 or equivalent.

French 316 (FR 316)

French Culture (5-0-5). A study of civilization and culture of the French-speaking world with attention given to history, geography, customs, art, and music. *Prerequisite:* French 202 or equivalent.

French 320 (FR 320)

Survey of French Prose (5-0-5). A survey of major prose genres and principal writers. *Prerequisite:* French 202 or equivalent.

French 321 (FR 321)

Survey of French Poetry (5-0-5). A survey of major movements and representative writers of French poetry. *Prerequisite:* French 202 or equivalent.

French 325 (FR 325)

French Phonetics (5-0-5). A study of French phonetics, including the International Phonetic Alphabet and the correspondence between spelling and pronunciation. *Prerequisite:* French 202 or equivalent.

French 411 (FR 411)

Advanced French Conversation (5-1-5). A course designed to enhance students' speaking and listening ability in French at an advanced level. Emphasis on expressing hypotheses, opinions, and debate. Discussion based on readings from French newspapers and magazines and also on current cinema and music. *Prerequisite:* FR 311 (with a C or better) or permission of instructor.

French 412 (FR 412)

Advanced French Composition (5-0-5). A course designed to enhance students' ability to express themselves in written French, at an advanced level. Emphasis will be on analytical writing, narrative writing, French essay style, in various contexts. *Prerequisite:* FR 312 (with a C or better) or permission of instructor.

French 420 (FR 420)

Masterpieces of the Modern French Novel (5-0-5). A study of several modern French

novels, with emphasis on Flaubert, Balzac, Proust, Gide, Malraux, Camus. *Prerequisite:* FR 320 (with a C or better) or permission of instructor.

French 421 (FR 421)

Modern French Poetry (5-0-5). A study of major French poets from Baudelaire to the present. Emphasis will be on Baudelaire, Verlaine, Rimbaud, Mallarmé, Eluard, Char, Michaux, Ponge. *Prerequisite:* FR 321 (with a C or better) or permission of instructor.

French 430 (FR 430)

Seventeenth-Century French Drama (5-0-5). A study of Corneille, Molière, and Racine; the study of dramatic form as expression of classicism and baroque. *Prerequisite:* FR 320 or 321 (with a C or better), or permission of instructor.

French 431 (FR 431)

Modern French Drama (5-0-5). A study of modern French drama to include Jarry, Cocteau, Giradoux, Genet, Anouilh, and Ionesco. *Prerequisite:* FR 320 (with a C or better) or permission of instructor.

French 461 (FR 461)

Methods and Materials for Teaching Foreign Language in the Elementary School (5-0-5). Methods and materials for listening, speaking, reading, writing, and culture activities appropriate for elementary and middle school learners. Includes first and second language acquisition theories, a review of foreign language teaching methods, testing procedures and teacher preparation and evaluation.

French 462 (FR 462)

Methods and Materials for Teaching Foreign Language in the Secondary School (5-0-5) Methods and materials appropriate for teaching and testing foreign language listening, speaking, reading, writing, and culture activities appropriate for secondary school learners. Includes familiarization with objectives of the Georgia Teacher Certification Test.

French 490 (FR 490)

Cullum Lecture Series (V, 1-5). A variable-content course where students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen each spring quarter, attend films and/or panel discussions, participate in

class discussions and prepare a project relevant to the quarter's topic.

French 495 (FR 495)

Selected Topics (V, 1-5). A variable-content course, intended to meet the interest of senior students desiring to make an intensive study of some special area of French language or literature. *Prerequisite:* French 202 or equivalent.

French Study Abroad

(V, 1-15). See course numbers under Study Abroad. For an explanation of the program, see the "Introduction to Augusta College" section of this catalog. The study of French language and culture in a native environment. Designed specifically for students participating in the University System of Georgia Study Abroad Program. Quarter when offered: To be arranged.

Geography 101 (GGY 100)

Physical Geography (5-0-5). A survey of physical geography. Normally offered: Spring.

Geology 101 (GLY 101)

Physical Geology (4-2-5). Study of minerals and rocks; fundamentals of earth structure and processes including vulcanism, mountain-building, erosion, sedimentation, metamorphism. Laboratory includes study of common minerals and rocks, interpretation of geologic maps and cross-sections.

Geology 102 (GLY 102)

Historical Geology (4-2-5). A study of geologic principles applicable to earth history. Includes basic stratigraphy and paleontology, and survey of geological and biological events during earth development. Survey geologic time periods. *Prerequisite:* GLY 101 or permission of instructor.

German 111 (GER 111)

Elementary German (5-1-5). Fundamentals of listening, speaking, reading and writing German. Normally offered: Fall.

German 112 (GER 112)

Elementary German II (5-1-5). Continuation of GER 111. Normally offered: Winter. *Prerequisite:* GER 111 or equivalent.

German 201 (GER 201)

Intermediate German I (5-1-5). Review of German grammar, reading, and translation of various types of German. Emphasis on

oral expression and aural comprehension. Normally offered: Spring. *Prerequisite:* GER 111-112 or two units of high school German.

German 202 (GER 202)

Intermediate German II (5-0-5). A continuation of German 201. Normally offered: Fall. *Prerequisite:* GER 201.

German 311 (GER 311)

Conversational German (5-0-5). A course designed to promote the student's ability to express himself or herself correctly in spoken German. *Prerequisite:* GER 201-202 or equivalent.

German 495 (GER 495)

Selected Topics (Variable). A variable-content course, intended to meet the interests of students minoring in German and desiring to study some special area of German language or literature. May be repeated for credit. Quarter when offered: To be arranged. *Prerequisites:* Junior or senior standing and permission of the department chairman.

German Study Abroad

(V, 1-15) See course numbers under Study Abroad. For an explanation of the program, see the "Introduction to Augusta College" section of this catalog. The study of German language and culture in a native environment. Designed specifically for students participating in the University System of Georgia Study Abroad Program. Quarter when offered: To be arranged.

Gerontology 624 (GRT 624).

Aging III (5-0-5). An advanced course in the physical, psychological, and administrative aspects of aging. This is an interdisciplinary course which will focus on the areas of sociology, psychology, medicine, business administration, and social work. Students may elect a practicum in one of the above areas. Normally offered: Spring. *Prerequisite:* Permission of the instructor.

Health and Physical Education: see HPE courses.

Health Education 300 (HED 300)

First Aid and Athletic Injuries (4-2-5). Emphasis in recognized first aid procedures and prevention and correction of accidents in athletic activities; the use of proper personal and field equipment, support methods, conditioning exercises, the

medical examination, and therapeutic aids.

Health Education 325 (HED 325)

Advanced Health Concepts (4-2-5). This course familiarizes the student with the relationship between personal, school, and community health. Emphasis is placed on personal, school, and community health services. Discussion of the advances in science and the current trends, shifts in public health organizations, and practices at the local, state, national, and international level.

Health Education 385 (HED 385)

Community Health (4-2-5). This course provides an overview of the field of community health, and focuses on a variety of important community health problems and issues facing humanity in the 1990's. Particular emphasis will be placed upon political, socio-cultural, and economic dimensions which impact community health organizational structures, resources, programming, and special target groups.

Health Education 400 (HED 400)

Drug Education (5-2-5). The purpose of this course is to provide the student with knowledge of various behavioral and physiological implications of sub-stance use and abuse. The course explores motivations behind use and abuse of drugs and offers experiences in development of curriculum, teaching/learning approaches, and material.

Health Education 450 (HED 450)

School Health Methods and Materials (5-2-5). The organization and administration of the total school health program is presented. Suggestions of a practical nature are presented which will enable administrators, faculty, and staff to provide a quality school health program.

Health Education 525 (HED 525)

Consumer Health (4-2-5). An overview of the factors which influence the individual in making decisions regarding the availability, purchase, and use of health services and products. Emphasis is also placed on evaluating sources of health information.

Health Education 650 (HED 650)

Seminar in Alcohol and Drug Education (4-2-5). This course provides the student with knowledge of the various aspects of substance misuse, abuse, and rehabilitation. A variety of stress manage-

ment strategies are also investigated.

Health Education 675 (HED 675)

Seminar in Contemporary

Health Problems (4-2-5). This course provides a forum to discuss and analyze various aspects of current health problems and concerns.

Health Education 694 (HED 694)

Instructional Strategies [Select Field] (4-2-5). The study of teaching/learning strategies in selected content areas, with focus on curricular trends and recent development in health education. *Prerequisite: Permission of instructor.*

Health Education 735 (HED 735)

Practicum in Health (0-10-5). Practical experience with students under supervision. Focus will be determined by needs of individual student. Taught as needed. *Prerequisite: Permission of advisor or course instructor.*

History 115 (HIS 115)

Western Civilization I (5-0-5). An introduction to the institutions and ideas that have played a prominent role in the Western World from pre-history to mid-17th century.

History 116 (HIS 116)

Western Civilization II (5-0-5). A continuation of HIS 115 from mid-17th century to the present.

History 200 (HIS 200)

World Civilization (5-0-5). The development of world civilization from the beginnings of European colonization to the present, including events, trends, institutions, and ideas that have had global impact.

History 211 (HIS 211)

American History I: The United States to 1877 (5-0-5). A study of the colonial foundations, the American Revolution, the founding of the government of the United States, and the development of nationalism, sectionalism, and democracy through the period of the Civil War and Reconstruction. A satisfactory grade will exempt a student from the requirement of passing an examination on the history of the United States and the history of Georgia before graduation.

History 212 (HIS 212)

American History II: The United States Since 1877 (5-0-5). The United States from the end of Reconstruction to the present time. A satisfactory grade will exempt a student from the requirement of passing an examination on the history of the United States and the history of Georgia before graduation.

History 295 (HIS 295)

Selected Topics (5-0-5). Topics such as World Civilization and World Geography.

History 311 (HIS 311)

History of England to 1689 (5-0-5). The development of England with particular emphasis upon the origins of constitutional, economic, and social institutions. *Prerequisite: Permission of the instructor and junior or senior level standing (can be waived by instructor).*

History 312 (HIS 312)

History of England from 1689 to the Present (5-0-5). Constitutional developments, rise of parliamentary supremacy, impact of the Industrial Revolution, and institutional and social reform in the 19th and 20th centuries. *Prerequisite: Permission of the instructor and junior or senior level standing (can be waived by instructor).*

History 321 (HIS 321)

Renaissance and Reformation, 1350 to 1648 (5-0-5). A study of social and religious attitudes, significant changes in political theory and economical activities, and leading to the religious and political upheavals of the 16th and 17th centuries. *Prerequisite: Junior or senior level standing (can be waived by instructor) and HIS 115.*

History 325 (HIS 325)

Age of Reason and Enlightenment, 1648 to 1789 (5-0-5). European institutions and ideas emphasized. Attention given to the emergence of Russia and Prussia as important states, and the development and influence of scientific and political theories. *Prerequisite: Junior or senior level standing (can be waived by instructor) and HIS 115 or equivalent.*

History 331 (HIS 331)

French Revolution and Napoleon (5-0-5). A study of the great political and social upheavals in France. Emphasis given to the impact of the Revolution and Napoleon

upon Europe and the Americas. *Prerequisites: Junior or senior level standing (can be waived by instructor) and HIS 115 and 116 or equivalents.*

History 335 (HIS 335)

Nineteenth Century Europe (5-0-5). The rise of nationalism, liberalism, and democracy; the industrialization of society; origins and evolution of socialist thought and action; the progress of science; the "new imperialism" and systems of alliances which preceded WWI. *Prerequisite: Permission of the instructor and junior or senior level standing (can be waived by instructor).*

History 337 (HIS 337)

Twentieth Century Europe (5-0-5). A history of Europe from C. 1900 to the present. The main political, social, economic, intellectual, and international movements will be stressed. *Prerequisite: Junior or senior level standing (can be waived by instructor) and Permission of the instructor.*

History 357 (HIS 357)

Military History of the Western World (5-0-5). A study of the social, political, and economic causes and effects of war by tracing the use of war and the development of its technology in Western history from the Greek period to the 18th century. Normally offered: Winter. *Prerequisite: Junior or senior level standing (can be waived by instructor) and HIS 115 or HIS 116.*

History 372 (HIS 372)

Social and Intellectual History Since 1870 (5-0-5). A study of the great ideas which have helped shape our society. This course attempts to pull together the most important theories and discoveries in the humanities and sciences. *Prerequisite: Junior or senior level standing (can be waived by instructor).*

History 373 (HIS 373)

United States Diplomatic History to 1898 (5-0-5). A general introduction to the nation's foreign relations with special attention to principles of foreign policy established in the 19th century. *Prerequisite: Junior or senior level standing (can be waived by instructor) and permission of the instructor.*

History 374 (HIS 374)

United States Diplomatic History from

1898 to the Present (5-0-5). The emergence of the United States as a world power with an intensive study of the forces that have shaped the nation's foreign policy. *Prerequisite: Junior or senior level standing (can be waived by instructor) and permission of the instructor.*

History 375 (HIS 375)

African-American History to 1865 (5-0-5). *Prerequisite: Junior or senior level standing (can be waived by instructor).*

History 376 (HIS 376)

African-American History from 1865 to Present (5-0-5). *Prerequisite: Junior or senior level standing (can be waived by instructor).*

History 381 (HIS 381)

Colonial Latin America (5-0-5). The sedentary pre-Columbians, Iberian backgrounds, explorations, conquests, and colonial institutions in Hispanic America through the wars of independence. *Prerequisite: Junior or senior level standing (can be waived by instructor) and permission of the instructor.*

History 382 (HIS 382)

Latin America in the 19th and 20th Centuries (5-0-5). The national histories of the Latin American states with special attention to the ABC Powers, Columbia, and Venezuela. *Prerequisite: Junior or senior level standing (can be waived by instructor) and permission of the instructor.*

History 391 (HIS 391)

East Asia From Antiquity (5-0-5). A survey of Chinese and Japanese civilizations emphasizing cultural institutions. Open to upperclassmen. *Prerequisite: Junior or senior level standing (can be waived by instructor) and permission of the instructor.*

History 392 (HIS 392)

East Asia From 1850 to the Present (5-0-5). The major domestic and foreign policy changes in China and Japan in reaction to Western encroachment. Open to upperclassmen. *Prerequisite: Junior or senior level standing (can be waived by instructor) and permission of the instructor.*

History 400 (HIS 400)

Ancient Greece (5-0-5). Political, economic, social, and cultural study of Greece through the time of Alexander the Great. May be taken for graduate credit within the prescribed limits and with the advisor's

approval. *Prerequisite:* Junior or senior level standing (can be waived by instructor).

History 410 (HIS 410)

History of Architecture (5-0-5). This course traces the great traditions of classic architecture from Greece and Rome through its revivals in England and the United States, contrasts them with the Gothic tradition, and concludes with a survey of contemporary styles. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite:* Junior or senior level standing (can be waived by instructor).

History 417 (HIS 417)

Russian History to 1905 (5-0-5). The development of Russia from the Kievan state through the Russo-Japanese War. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite:* Junior or senior level standing (can be waived by instructor) and permission of the instructor.

History 418 (HIS 418)

Russian History From 1905 to the Present (5-0-5). The revolutions of 1905 and 1917. Development of the Soviet state and its foreign policy from 1917 to the present. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite:* Junior or senior level standing (can be waived by instructor) and permission of the instructor.

History 421 (HIS 421)

The British Empire and Commonwealth (5-0-5). Britain as an imperial power and the emergence of the Commonwealth. Open to upperclassmen. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite:* Junior or senior level standing (can be waived by instructor).

History 448 (HIS 448)

History of West Africa (5-0-5). A study of the major themes in West African history from A.D. 1000 to the present, with emphasis on the medieval empires, the impact of Islam, cultural and commercial links with Europe, the slave trade, imperialism, the rise of West African nationalism and the restoration of independence. Normally offered: Fall. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite:*

Junior or senior level standing (can be waived by instructor).

History 457 (HIS 457)

Military History of the United States (5-0-5). A study of the social, political and economic causes and effects of war by tracing the use of war and the development of its technology in the context of the western world in general and in United States history in particular from the 18th century to the present. Normally offered: Winter. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite:* Junior or senior level standing (can be waived by instructor) and HIS 211 or HIS 212.

History 471 (HIS 471)

American Colonial History (5-0-5). An intensive study of the colonization of the Atlantic seaboard of North America. Full treatment given to international rivalries, diplomacy, westward expansion, the Revolution, and emergence of the new nation. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite:* Junior or senior level standing (can be waived by instructor) and permission of the instructor.

History 473 (HIS 473)

The United States From Independence to 1850 (5-0-5). The development of American institutions during the Federalist, Jeffersonian, and Jacksonian periods. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite:* Junior or senior level standing (can be waived by instructor) and HIS 211 or equivalent.

History 475 (HIS 475)

Civil War and Reconstruction (5-0-5). An intensive study of the forces which led to the war for southern independence, and to the military, diplomatic, and political aspects of the war. Re-entry of the South into the life of the nation treated in detail. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite:* Junior or senior level standing (can be waived by instructor) and HIS 211.

History 476 (HIS 476)

The New South, 1877 to the Present (5-0-5). An examination of the economic and social changes in the former Confederate states plus Kentucky and Oklahoma. May

be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Junior or senior level standing (can be waived by instructor) and permission of the instructor.*

History 477 (HIS 477)

The United States Since World War II (5-0-5). An in-depth study of the political, diplomatic, social, economic, and intellectual history of the U.S. since 1945. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Junior or senior level standing (can be waived by instructor) and permission of the instructor.*

History 479 (HIS 479)

Georgia History (5-0-5). A study of Georgia which focuses on local history and shows the connections with national and world events. The course fills the legislative requirements for Georgia History and Georgia Constitution. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Junior or senior level standing (can be waived by instructor).*

History 481 (HIS 481)

History of Mexico From Antiquity to the Present (5-0-5). Pre-Cortesian civilizations, Spanish conquest, colonial institutions, independence, and special emphasis on Mexico since 1917. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Junior or senior level standing (can be waived by instructor).*

History 490 (HIS 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic. Graduate students in History may take this course for graduate credit within the prescribed limits and with their advisor's approval. *Prerequisite: Junior or senior level standing (can be waived by instructor).*

History 495 (HIS 495)

Selected Topics (Variable). May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Junior or senior level standing (can be waived by instructor).*

History 496 (HIS 496)

Undergraduate Internship (1-15). An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. Quarter when offered: To be arranged. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Permission of the department chair.*

History 499 (HIS 499)

Historical Research and Writing (5-0-5). Methods of historical research and analysis as well as the generally accepted usages in historical composition. Required of all history majors and should be taken in sophomore or junior year. *Prerequisites: Junior or senior level standing (can be waived by instructor) and HIS 115, 116, 211 and 212 or permission of instructor.*

History 638 (HIS 638)

The Age of Revolutions (5-0-5). A study of western political revolutions against the background of western social and economic revolutions in an effort to trace the development of middle class concepts. The course is designed for the graduate student who is attempting to broaden the horizons of secondary and elementary students.

History 671 (HIS 671)

Studies in U.S. Urban Problems (5-0-5). A study of the rise of urban America, with heavy emphasis on the problems of the modern city. Attention will be focused upon the myriad of issues related to the dual processes of urbanization and industrialization.

History 672 (HIS 672)

Selected Topics in American Social History since 1865 (5-0-5). An in-depth study of several specific topics in the social history of the United States since the Civil War. Topics include, but will not be limited to, trends in American religion, immigration, labor movement, radicalism, women's rights, the civil rights movement, rise of

organized sports.

History 674 (HIS 674)

U.S. and World Affairs since 1945 (5-0-5). An in-depth study of the U.S. foreign policy since 1945, with special emphasis upon the Cold War and related topics.

History 677 (HIS 677)

Critical Issues and Problems in Recent U.S. History (5-0-5). A study of critical political, economic, diplomatic, and social issues and problems of twentieth century United States.

History 678 (HIS 678)

Studies in the History of American Labor (5-0-5). Focuses on the rise and progress of trade unionism from the colonial period to the present. Covers the rise and growth of labor unions, leaders of the 19th and 20th centuries, legislation and the changing attitudes of the courts toward organized labor.

History 679 (HIS 679)

Selected Topics in Georgia History (5-0-5). A study of specific aspects of Georgia history, including social and cultural as well as political views. Provides a context for relating regional history to national and international, and the past to the present.

History 685 (HIS 685)

Inter-American Relations (5-0-5). A study of the cultural, commercial, and diplomatic relations between the American republics. Emphasis on the 20th century.

History 695 (HIS 695)

Selected Topics (Variable). Prerequisite: Permission of department chair.

Honors 190 (HON 190)

Universal Themes (V, 3-5). An interdisciplinary seminar providing in-depth examination of important themes. Variable topics. Prerequisites: Open by invitation only to freshmen and sophomores.

Honors 390 (HON 190)

Contemporary Issues (V, 3-5). An interdisciplinary seminar providing in-depth examination of contemporary issues. Variable topics. Prerequisites: Open by invitation only to juniors and seniors.

HPE 330 (Physical Education 330)

History and Principles of Physical Education (3-0-3). Historical and scientific back-

ground of the practices in physical education.

HPE 340 (Physical Education 340)

Introduction to Computers in Physical Education (4-2-5). This course is designed to provide the student with a practical knowledge of computers that will help improve performance as teachers and professionals. The course focuses on the practical "hands-on" aspects of computer use and covers basic applications such as word processing, spreadsheets, data bases, and specific physical education software in Exercise Physiology and health-related professions.

HPE 350 (Physical Education 350)

Health and Physical Education in Early Childhood (4-2-5). Theory and current practice of physical education in the public schools for early childhood students. Designed to meet requirement for certification.

HPE 351 (Physical Education 351)

Health and Physical Education in the Middle Grades (4-2-5). Theory and current practice of physical education in the public schools for middle grade students. Designed to meet requirement for certification.

HPE 365 (Physical Education 365)

Individual and Dual Activities (4-2-5). Provides prospective physical education teachers with learning experiences in how to teach individual and dual activities. Activities include badminton, bowling, golf, tennis, archery.

HPE 366 (Physical Education 366)

Methods of Teaching Team Activities (4-2-5). Provides prospective physical education teachers with learning experiences in how to teach team activities. Activities include soccer, basketball, volleyball, softball, flag football.

HPE 383 (Physical Education 383)

Measurement and Evaluation in Physical Education (2-2-3). Methods in evaluating and testing physical education activities with procedures to be used in evaluation of these tests. Includes statistical analysis.

HPE 400 (Physical Education 400)

Curriculum Development in Physical Education (3-0-3). Determination of curriculum content and planning instructional

programs in physical education.

HPE 435 (Physical Education 435)

Dance, Gymnastics and Outdoor Activities (4-2-5). A study of instructional strategies in dance, gymnastics, and outdoor activities. Outdoor activities include bait and fly casting, use of small crafts, and camping procedures.

HPE 480 (Physical Education 480)

Kinesiology (4-2-5). Mechanical analysis and application of the physical and physiological principles involved in human motion. Physical laws governing the manipulation of objects in sports. *Prerequisite: Biology 111 and 112, or permission of instructor.*

HPE 488 (Physical Education 488)

Adapted Physical Education (4-2-5). Examination of physical education programs for the handicapped. Emphasis will be on identification, program organization, and evaluation.

HPE 492 (Physical Education 492)

Exercise Physiology (4-2-5). Physiological changes in the human organism due to physical exercise in stress situations. *Prerequisite: Biology 111 and 112, or permission of instructor.*

HPE 630 (Physical Education 630)

Issues in Physical Education and Athletics (4-2-5). This course provides students with the opportunity to analyze "real life" situations to determine appropriate and inappropriate actions, to present the analyses in a peer situation, and to defend their beliefs while learning to evaluate the appropriateness of different positions presented by others.

HPE 644 (Physical Education 644)

Organization and Administration in Physical Education and Athletics (4-2-5). This course provides the student with an understanding of personnel administration, physical education and athletic objectives, and program administration. The student also explores issues involved with facilities planning and care, budget and finance, public relations, office management, evaluation, and legal liability.

HPE 649 (Physical Education 649)

Legal Aspects of Physical Education and Athletics (4-2-5). This course investigates the parameters in which a teacher/coach

performs his or her job with regard to the concern about lawsuits in sports and physical education.

HPE 653 (Physical Education 653)

Health and Physical Education in the Schools (4-2-5). Theory and content practice of physical education in the public schools. Emphasis is on content and developmental activities for children in ECE, MG, and SE.

HPE 670 (Physical Education 670)

Biomechanics (4-2-5). This course offers the professional a meaningful and useful means to bridge the gap between theoretical, scientific material and its application in a practical setting.

HPE 694 (Physical Education 694)

Instructional Strategies [Select Field] (V-V-5). The study of teaching/learning strategies in selected content areas, with focus on curricular trends and recent development in physical education. *Prerequisite: Permission of instructor.*

HPE 695 (Physical Education 695)

Selected Topics (VAR). The content of this course is intended to meet the needs and interests of graduate students in selected areas of Physical Education. *Prerequisite: Permission of instructor.*

HPE 700 (Physical Education 700)

Curriculum Development in Physical Education (4-2-5). This course provides the physical education teacher with an opportunity to participate in the understanding and development of curriculum design with an emphasis on theory and models.

HPE 735 (Physical Education 735)

Practicum in Physical Education (0-10-5). Practical experience with students under supervision. Focus will be determined by needs of individual student. Taught as needed. *Prerequisite: Permission of instructor.*

HPE 740 (Physical Education 740)

Kinesiology (4-2-5). This course presents the facts and principles of the science of human movement. Subdisciplines that will be examined include electromyography, sports medicine biomechanics, orthopedic medicine, physical therapy, corrective therapy, ergonomics, strength training, and rehabilitation.

HPE 783 (Physical Education 783)

Measurement and Evaluation in Physical Education (4-2-5). This course offers practical and economical tests and the evaluation of the raw data in the various performance areas that may be used by physical education teachers in a variety of school situations.

HPE 788 (Physical Education 788)

Adapted Physical Education (4-2-5). This course provides knowledge and understanding which will enable students to plan and conduct diversified programs of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of special populations.

HPE 792 (Physical Education 792)

Advanced Exercise Physiology (4-2-5). This course provides the scientific knowledge to understand and construct such facets of the physical education program as fitness appraisal exercise prescription, weight control, proper nutrition, and the benefits of strength, cardio-respiratory and flexibility gains.

HPE 799 (Physical Education 799)

Applied Project in Health and Physical Education (5-10-5). Preparation of an independent project usually under the direction of the major professor.

Humanities 221 (HUM 221)

Greece, Rome, and Early Christianity (5-0-5). A study of the ideas and values of the ancient world as they are embodied in the art, music and literature of the Greeks, Romans, and early Christians. Normally offered: Quarterly. *Prerequisite:* ENG 101-102 or 111.

Humanities 222 (HUM 222)

Middle Ages to the Age of Reason (5-0-5). A study of the major intellectual, literary, and aesthetic developments from the fourteenth through the eighteenth century. Normally offered: Quarterly. *Prerequisite:* ENG 101-102 or 111, and HUM 221.

Humanities 323 (HUM 323)

The Modern World (5-0-5). A study of intellectual, literary, and aesthetic developments as they appear in major artistic, musical, and literary works of the nineteenth and twentieth centuries. Normally offered: Quarterly. *Prerequisites:* ENG 101-102 or 111, and HUM 221 and 222.

Humanities 495 (HUM 495)

Selected Topics (5-0-5). Variable topics focusing on the intellectual and aesthetic movements of a particular period or culture. Quarter when offered: To be arranged. *Prerequisites:* ENG 101-102 or 111, and HUM 221, 222, 323.

International Studies 301

International Studies (IS 301). An introduction to the major factors influencing world affairs with emphasis on the role of the United States. Sources and manifestations of conflict as well as the mechanisms for dealing with world crises will be examined.

Latin 111 (LAT 111)

Elementary Latin I (5-0-5). Fundamentals of reading and writing Latin. *No prerequisite.*

Latin 112 (LAT 112)

Elementary Latin II (5-0-5). Fundamentals of reading and writing Latin. *Prerequisite:* Latin 111 or equivalent.

Latin 201 (LAT 201)

Intermediate Latin I (5-0-5). Intermediate Latin grammar, syntax, and vocabulary based on writings of ancient authors; building English vocabulary through study of Latin roots. *Prerequisite:* Latin 112.

Latin 202 (LAT 202)

Intermediate Latin II (5-0-5). A continuation of Latin 201. *Prerequisite:* Latin 112.

Management 340 (MGT 340)

Legal Environment of Business (5-0-5). Formerly offered as Business 440. This course analyzes the economic, legal, social and political environment in which business operates. It attempts to explain the evolution from the Laissez Faire philosophy of the nineteenth century to the highly regulated environment of the 1980's. The costs and benefits of regulation are appraised. *Prerequisite:* Completion of Area IV and junior standing.

Management 363 (MGT 363)

Management Theory and Practice (5-0-5). A study of the theory and practices of administrative management and an introduction to organization behavior and organization theory. Uses a systems approach to emphasize the interdependence of social, technical, and structural inputs to the organization. *Prerequisites:* Completion of Area IV and junior standing.

Management 402 (MGT 402)

Management Research (5-0-5). This course entails the study and analysis of various research and statistical methods toward the solution of managerial problems in industry and business. The objective is to acquaint the student with scientific concepts and procedures involved in arriving at meaningful managerial conclusions facilitating decision making, policy formation, and other managerial functions. *Prerequisite:* Management 363 and MAT 311.

Management 411 (MGT 411)

Industrial Relations and Collective Bargaining (5-0-5). A study of the Union Movement, Labor Legislation, Collective Bargaining process, and Resolution of Conflict (fact-finding, mediation, and arbitration). Functions and structure of Labor Unions in both industry and the public sector. *Prerequisite:* Management 363.

Management 434 (MGT 434)

Human Resources Management (5-0-5). This course emphasizes the principles, practices, and scientific and legal aspects of human resources management. *Prerequisites:* Management 363.

Management 435 (MGT 435)

Compensation Administration (5-0-5). Many of today's organizations contend that their employees are their most valuable asset. For this philosophy to be meaningful, an effective reward system and compensation subsystem must communicate a positive message to employees. This course will emphasize the design, development and management of compensation systems directed toward this objective. *Prerequisite:* Management 363 and Management 434.

Management 436 (MGT 436)

Personnel Selection and Development (5-0-5). Survey of scientific methods of employee selection and development. Interviewing, testing, appraising and developing employees are studied and practiced. *Prerequisite:* Management 363 and Management 434.

Management 450 (MGT 450)

Entrepreneurship and Small Business Management (5-0-5). An interdisciplinary case and lecture approach is used to provide the student with knowledge of real life as well as simulated management experience in areas of entrepreneurship and small business problem solving. Emphasis

will be on the characteristics of entrepreneurs, preventive and ongoing small business problems, managing and controlling the operations. All basic disciplines will be drawn into this course, i.e., marketing, accounting, management, finance, economics, and government. *Prerequisite:* Management 363.

Management 461 (MGT 461)

Organization Behavior (5-0-5). This course examines the determinants and consequences of human behavior in formal organizations. *Prerequisite:* Management 363.

Management 463 (MGT 463)

Organizational Theory and Management (5-0-5). Examination of concepts of administrative behavior in formal organizations, systems analysis, conceptual models, and analysis of administrative problems from a total organizational point of view. *Prerequisites:* Management 363.

Management 464 (MGT 464)

Strategic Management and Organization Policy (5-0-5). Analysis of the practices and problems in the strategic management of business concerns through the examination of case studies and other information and data drawn from the various functional areas of the enterprise. Serves as a capstone course for the senior student. To be taken the student's final quarter. *Prerequisite:* Senior standing and completion of all other junior-senior core curriculum.

Management 495 (MGT 495)

Selected Topics in Management (Variable). A seminar and/or directed study of a major issue, practice, or problem in management. TBA. *Prerequisite:* Permission of advisor to use in the major area and senior standing.

Management 563 (MGT 563)

Management and the Business Environment (5-0-5). This course is designed to provide the MBA student with an overview of the management process and the interrelationship of organizations in the legal environment. Content will be broad in scope, providing the student with a foundation to build upon throughout the program. Emphasis is placed on integrating management skills such as planning, organizing and influencing with environmental considerations such as the legal/regulatory system. *Prerequisite:* Graduate student status.

Management 605 (MGT 605)

Operational Planning and Data Analysis (5-0-5). This course will provide students with the tools to quantitatively study business problems. The students will learn to organize their thoughts such that the best available data can be used to generate optimum solutions to problems. Production management, design of experiments, and statistical quality control will be emphasized. *Prerequisites:* Graduate student status, Management Science 525.

Management 606 (MGT 606)

Organizational Behavior (5-0-5). This course examines the determinants and consequences of human behavior in formal organizations. Particular attention is given to the interaction of motivation and leadership dynamics with organizational structure and to the consequent effect on organizational efficiency. *Prerequisite:* Graduate student status, Management 563.

Management 635 (MGT 635)

Ethics in Business Decision Making (2-0-2). To be taken within the first two quarters of enrollment. An analysis of the changing character of the relationships of business organizations to various constituent groups. Emphasizes the role of honesty and integrity as fundamental characteristics of these relationships. *Prerequisites:* Graduate student status and Management 563. *Concurrent enrollment in Management 636 required.*

Management 636 (MGT 636)

Communication for Managers (3-0-3). To be taken within first two quarters of enrollment. The course uses case analysis to emphasize current topics in business communication such as international business communication, plain language laws, graphics, and others, along with the application of persuasive strategies for use in written or oral communication. Students will have extensive practice with memo reports, correspondence, interviewing, and speaking to small groups. *Prerequisites:* Graduate student status. *Concurrent enrollment in Management 635 required.*

Management 695 (MGT 695)

Current Issues in Management (Variable). A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisites:* Graduate student status and permission of the Director of

Graduate Studies.

Management 727 (MGT 727)

Strategic Management and Organizational Policy (5-0-5). To be taken within the last two quarters of enrollment. The purpose is to give the student an opportunity to develop and appreciate conceptual skills as needed by higher level managers in all types of organizations. Emphasis is given to the integration of subject matter from all business courses and other disciplines in the discussion and analysis of organizational problems. Comprehensive analyses of organizations in a wide variety of situations are conducted. *Prerequisites:* Management Science 600, Economics 601, Accounting 602, Finance 603, Marketing 604, Management 605, Management 606, Management 635, Management 636.

Management Information Systems 210

(MIS 210) *Microcomputer Applications* (5-0-5). Hands-on introduction to microcomputer applications which support business functions: word processing, spreadsheets, graphics, and database. Also, exposure to use of an operating system and programming language. *Prerequisite:* Mathematics 107.

Management Information Systems 310

(MIS 310) *Information Systems* (5-0-5). Promotes a broad understanding of the roles of hardware, programs, data, procedures, and personnel in information systems. Topics include system architecture, systems development, file and database processing, telecommunications, and information systems resource management. Some hands-on use of microcomputers to emphasize conceptual material. *Prerequisite:* Completion of Area IV and junior standing.

Management Information Systems 610

(MIS 610) *Information Systems Management and Applications* (5-0-5). A broad examination of information systems management (development, control) and applications (hardware, software). Provides the student with an exposure to system analysis, structured design, and management of the information resource. Additionally, hardware and software concepts are explored, as are their applications in meeting business objectives. *Prerequisite:* Graduate student status.

Management Information Systems 695 (MIS 695) *Current Issues in Management Information Systems* (Variable). A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisites:* Graduate student status and permission of the director of the graduate program.

Management Science 322 (MSC 322) *Operations and Production Management* (5-0-5). Application of management science, statistical, and non-quantitative techniques to the operations functions of forecasting, managing inventories, materials resource planning, quality control, project control, and work methods. Also introduced is the tool of linear programming as used to support decision making. *Prerequisite:* Area IV, Mathematics 122, Mathematics 311, and junior standing.

Management Science 424 (MSC 424) *Advanced Operations and Production Management* (5-0-5). A capstone course in which techniques for managing the operations functions of capacity planning, job/flow shop scheduling, facilities deployment and queuing are developed, including use of decision theory and simulations. Case studies highlighting the development and implementation of operations management methods will also be utilized. Approximately a third of the course will be devoted to current operations management topics of the instructor's interest. *Prerequisite:* Management 363 and Management Science 322.

Management Science 425 (MSC 425) *Quantitative Methods in Business* (5-0-5). This management science course covers the practical aspects in applying multivariate statistical techniques in business research and managerial decision making. Primary emphasis is placed on the application of the methods and the interpretation of results rather than formula derivations. Numerous applications from various academic disciplines such as management, marketing, economics, and finance are examined. *Prerequisite:* Management Science 322.

Management Science 426 (MSC 426) *Quantitative Decision Models* (5-0-5). Quantitative and computer models for management decisions are treated. Topics include linear programming

problem formulation, interpretation of solutions (duality, sensitivity), an introduction to integer and nonlinear programming, and multi-objective programming. Additional topics selected from dynamic programming, network and transportation models, game theory, Markov processes, or other current topics. Formulation and interpretation of computer-generated model solutions is emphasized. *Prerequisites:* Management 363 and Management Science 322.

Management Science 525 (MSC 525) *Quantitative Methods for Managers* (5-0-5). Provides tools for analysis of management data concentrating on quantitative methods widely used in business and developing solutions via computer. Emphasis will be placed on structured methods in managerial decision making and the management science approach. *Prerequisites:* Graduate student status and Mathematics 107.

Management Science 600 (MSC 600) *Applied Business Research* (5-0-5). To be taken within the first two quarters of enrollment. The purpose of business research is to assist managers in making more informed and responsible decisions. The basic intention of this course is to sharpen critical thinking processes by studying and applying scientific methods of problem solving. Major topics covered include problem identification, research designs, data collection methods, sample design, and data analysis and interpretation and report preparation. *Prerequisites:* Graduate student status and Management Science 525.

Management Science 695 (MSC 695) *Current Issues in Management Science* (Variable). A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisites:* Graduate student status and permission of the director of the graduate program.

Marketing 353 (MKT 353) *Principles of Marketing* (5-0-5). An inventory study of the marketing process in advanced marketing economics. Topics include the decision environment, opportunity/problem identification and assessment, and strategy development, execution and control. *Prerequisite:* Completion of Area IV and junior standing.

Marketing 401 (MKT 401)

Buyer Behavior (5-0-5). The course examines the decision-making process of buyers, including individuals and organizational buyers. Market segmentation and target market selection are focal topics of the course. Also, this course draws heavily on concepts from economics, psychology, sociology, and international business. Consumer behavior issues will also be discussed as they relate to strategic market planning. *Prerequisite:* Marketing 353.

Marketing 402 (MKT 402)

Marketing Research (5-0-5). Study and practice of planning, designing, organizing, executing, analyzing, reporting, and evaluating and controlling marketing research activities as an aid to effective and efficient managerial marketing decisions. *Prerequisites:* Marketing 353 and MAT 311.

Marketing 410 (MKT 410)

Business to Business Marketing (5-0-5). The business to business marketing course will focus on the special elements and requirements of business markets. Business to business marketing is defined as those activities that facilitate exchange involving business to business products and customers. The differences between business and consumer marketing will be studied. Topics such as buyer-seller relationship, business services, channel participants, and strategy development will be included. Ethics and international aspects of business marketing also will be discussed. *Prerequisite:* Marketing 353.

Marketing 412 (MKT 412)

Retail Management (5-0-5). Identification and analysis of the basic concepts and practices of successful, modern retailing management. Includes environmental and opportunity assessments; organizational and merchandise decisions; sales promotion and customer services; accounting controls; and over-all coordination and leadership. *Prerequisites:* Marketing 353.

Marketing 414 (MKT 414)

Marketing Planning and Strategy (5-0-5). An examination of the marketing decision-making process within the corporate strategic planning framework. The course explores strategic planning tools that are presently available and assesses their strengths and weaknesses in helping to attain long-range corporate objectives. *Prerequisite:* Marketing 353,

Management 363, and Finance 315.

Marketing 415 (MKT 415)

Relationship Marketing (5-0-5). Emphasis is on how to plan, organize, and control the relationships among the institutions and agencies involved in the process of making certain that products and services are available for consumption by industrial, commercial, and household consumers. The end result of effective marketing channel management is the assurance of adequate levels of time, place, and possession utilities in all items made available to consumers. Therefore, the focus of the course is on channel performance. *Prerequisite:* Marketing 353.

Marketing 420 (MKT 420)

Product Innovation and Product Management (5-0-5). The focus of the course is the management and marketing of innovation and technology. Coordination of marketing mix elements will be highlighted. Topics such as technological choices, design trade-offs, licensing, purchase of technology, timing and entry into the marketplace, and the organization and management of research and development activities will be discussed. The course will link research and development to overall marketing strategy. Public policy, multinational, and social issues will also be included. *Prerequisite:* Marketing 353.

Marketing 460 (MKT 460)

Salesmanship and Sales Management (5-0-5). Introduction to sales concepts and techniques and how to apply them in a myriad of selling situations. Management and evaluation of the sales force are also included. *Prerequisite:* Marketing 353.

Marketing 470 (MKT 470)

Advertising and Promotion Management (5-0-5). Introduction to marketing and advertising plans and strategies, the advertising business, advertising media, and advertising creativity. *Prerequisite:* Marketing 353.

Marketing 495 (MKT 495)

Selected Topics in Marketing (Variable). A seminar and/or directed study of a major issue, practice, or problem in marketing. *Prerequisite:* Permission of advisor to use in the major area and senior standing.

Marketing 604 (MKT 604)

Marketing Management (5-0-5). Advanced

study of the rationale for the marketing functions and the application of the managerial functions to marketing problems and opportunities. *Prerequisite:* Graduate student status.

Marketing 695 (MKT 695)

Current Issues in Marketing (Variable). A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. *Prerequisites:* Graduate student status and permission of the Director of Graduate Studies.

Mathematics 098 (MAT 098)

Developmental Mathematics I (5-0-5). A course designed for those students who are not sufficiently prepared to enter regular freshman mathematics courses. Emphasis is on the usual topics associated with beginning algebra. Normally offered: Quarterly. Credit for this course is not applicable to degree programs and is not transferable to other institutions.

Mathematics 099 (MAT 099)

Developmental Mathematics II (5-0-5). A course designed for those students who have insufficient background to enter regular freshman mathematics classes. Emphasis will be placed on the development of certain skills in arithmetic and usual topics associated with beginning and intermediate algebra. Credit for this course is not applicable to degree programs and is not transferable to other institutions. Normally offered: Quarterly. *Prerequisite:* Mathematics 098 or satisfactory score on mathematics placement test.

Mathematics 107 (MAT 107)

College Algebra (5-0-5). A study of the real number system, exponents, equations and inequalities, relations and functions, systems of linear equations and inequalities, linear programming and matrices. No credit for this course if credit has been earned in Mathematics 115. Normally offered: Quarterly. *Prerequisite:* Two units of high school algebra.

Mathematics 109 (MAT 109)

Contemporary Mathematics (5-0-5). A study of the nature of and applications of mathematics. Topics include logic and proof techniques, counting and probability, statistics, algorithm development and computers. Supplementary topics chosen from number theory, graph theory, the

metric system, or geometry. Advanced placement available. Normally offered: Quarterly. *Prerequisite:* Mathematics 107.

Mathematics 115 (MAT 115)

Precalculus Mathematics (5-0-5). A study of the real number system, theory of equations, exponential and logarithmic functions, and trigonometric functions. Normally offered: Quarterly. *Prerequisite:* Mathematics 107 (grade of C or better). Students may enroll in Mathematics 115 without having completed Mathematics 107 provided they have two units of high school algebra and one unit of geometry; SAT-M score of 500 or greater and HSA of 2.5 or greater.

Mathematics 122 (MAT 122)

Calculus With Business Applications (5-0-5). An intuitive approach to the study of differential and integral calculus with applications in economics and management. Advanced placement available. Normally offered: Quarterly. *Prerequisite:* Mathematics 107.

Mathematics 201 (MAT 201)

Calculus and Analytical Geometry I (5-0-5). An introduction to calculus with emphasis on the concept of limits, continuity and derivative of a function, differentiation of algebraic functions, applications of differentiation, introduction to integration. Advanced placement available. Normally offered: Quarterly. *Prerequisite:* Mathematics 115 or equivalent (grade of C or better).

Mathematics 202 (MAT 202)

Calculus and Analytical Geometry II (5-0-5). Differentiation and integration of logarithmic, exponential, trigonometric, and hyperbolic functions with applications; techniques of integration, conic sections, polar coordinates, parametric equations. Normally offered: Fall, Winter, Spring. *Prerequisite:* Mathematics 201.

Mathematics 203 (MAT 203)

Calculus and Analytical Geometry III (5-0-5). Applications of the definite integral, sequences and series, L'Hospital's rule, improper integrals, vectors. Normally offered: Fall, Winter, Spring. *Prerequisite:* Mathematics 202.

Mathematics 204 (MAT 204)

Calculus and Analytical Geometry IV (5-0-5). Vector calculus, partial differentiation with applications, multiple integration with

applications. Normally offered: Fall, Spring. *Prerequisite: Mathematics 203.*

Mathematics 221 (MAT 221)

Elementary Statistics (5-0-5). Functional and summation notation, frequency distributions, descriptive measures, probability, mathematical expectation, binomial and normal probability distributions, statistical inference, hypothesis testing, simple linear regression and correlation, and the chi square statistic. (Not to be counted toward a mathematics major or minor except for prospective elementary school teachers. Ordinarily, credit will not be awarded for both Mathematics 221 and Mathematics 311.) Normally offered: Quarterly. *Prerequisite: Mathematics 107 or permission of instructor.*

Mathematics 231 (MAT 231)

Statistical Methods (3-0-3). Further study of regression and correlation. Study of experimental design, analysis of variance, analysis of covariance, and non-parametric statistics. (Not to be counted toward a mathematics major or minor except for prospective elementary school teachers.) Quarter when offered: To be arranged. *Prerequisite: Mathematics 221.*

Mathematics 302 (MAT 302)

Differential Equations (5-0-5). Ordinary differential equations with applications to topics including mechanics and electricity. A study of methods of solving first order nth-order linear, and simultaneous differential equations. Methods include Laplace transformations and series solutions. Normally offered: Spring. *Prerequisite: Mathematics 203.*

Mathematics 303 (MAT 303)

Symbolic Logic and Set Theory (5-0-5). A study of the logical connectives, the algebra of propositions, quantification, inference and arguments, the algebra of sets, relations and mappings, set-theoretic proofs. Normally offered: Quarterly. *Prerequisite: Mathematics 201 or 122.*

Mathematics 311 (MAT 311)

Statistical Analysis for Business (5-0-5). Descriptive statistics, probability and probability distributions, sampling techniques and sampling distributions, statistical estimation and hypothesis testing, linear regression and correlation, and forecasting techniques. (Not to be counted toward: (1) a mathematics major or (2) a

mathematics minor using a catalog prior to 1991-92. Ordinarily, credit will not be awarded for both Mathematics 311 and Mathematics 221.) Normally offered: Quarterly. *Prerequisite: Mathematics 122.*

Mathematics 321 (MAT 321)

Modern Abstract Algebra I (5-0-5). Basic ideas of abstract systems such as operations and bijections. Definition and basic properties of groups. Homomorphisms. Normally offered: Winter. *Prerequisite: Mathematics 303 or permission of instructor.*

Mathematics 322 (MAT 322)

Modern Abstract Algebra II (5-0-5). Definitions and basic properties of rings, fields and integral domains. Construction of number systems, polynomials, vector spaces, field extensions, elementary Galois theory. Normally offered: Spring. *Prerequisite: Mathematics 321.*

Mathematics 325 (MAT 325)

Probability and Statistics I (5-0-5). Probability, mathematical expectation, study of discrete and continuous probability distributions, moment-generating functions, and the central limit theorem. An introduction to sampling distributions, statistical inference, and hypothesis testing. Normally offered: Fall, odd years. *Prerequisite: Mathematics 203.*

Mathematics 326 (MAT 326)

Probability and Statistics II (5-0-5). A study of game theory and decision criteria, point and interval estimation, theory and applications of hypothesis testing, non-parametric tests, regression and correlation, analysis of variance, and a general introduction to experimental design. Normally offered: Winter, even years. *Prerequisite: Mathematics 325.*

Mathematics 331 (MAT 331)

Theory of Numbers (5-0-5). Topics include divisibility, primes, finite induction, Diophantine equations, congruences, continued fractions, quadratic residues, and Pell's equation. Normally offered: Winter, odd years. *Prerequisite: Mathematics 303 or permission of instructor.*

Mathematics 381 (MAT 381)

Linear Algebra (5-0-5). A study of vector spaces with emphasis on finite-dimensional vector spaces, linear transformations, matrices, and linear equations and determinants. Normally offered: Spring. *Prerequisite:*

quisite: *Mathematics 303* or permission of instructor.

Mathematics 401 (MAT 401)

Mathematical Analysis I (5-0-5). A study of some topology of real numbers, sets, functions, limits, sequences and series of real numbers. May be taken for graduate credit within the prescribed limits and with the advisor's approval. Normally offered: Fall, even years. *Prerequisite: Mathematics 204 and Mathematics 303* or permission of instructor.

Mathematics 402 (MAT 402)

Mathematical Analysis II (5-0-5). A study of continuous and discontinuous functions on metric spaces, connectedness, compactness, completeness, the Riemann integral, differentiation. May be taken for graduate credit within the prescribed limits and with the advisor's approval. Normally offered: Winter, odd years. *Prerequisite: Mathematics 401.*

Mathematics 425 (MAT 425)

Fundamental Ideas of Arithmetic for Elementary Teachers (5-0-5). Development of the various number systems, number bases, arithmetic processes, approved methods of introducing arithmetic ideas. (Not to be counted toward a major or a minor in mathematics.) Normally offered: Winter, Spring. *Prerequisite: Mathematics 107* and either admission to teacher education or permission of instructor.

Mathematics 431 (MAT 431)

Modern Geometry (5-0-5). A modern treatment of geometry primarily from the metric approach but with some reference to the Euclidean synthetic approach. Parallelism, similarity, area, constructions, non-Euclidean and finite geometries. May be taken for graduate credit within the prescribed limits and with the advisor's approval. Normally offered: Summer, even years. *Prerequisite: Mathematics 303* or permission of instructor.

Mathematics 435 (MAT 435)

Numerical Analysis (4-2-5). A study of the application of computer-oriented techniques to the solution of mathematical problems including such topics as nonlinear equations, numerical integration and differentiation, numerical solution of initial value problems in ordinary differential equations. May be taken for graduate credit within the prescribed limits and with the

advisor's approval. Normally offered: Spring, even years. *Prerequisite: CSC 205 or CSC 211, or permission of the instructor; and Mathematics 302.*

Mathematics 441 (MAT 441)

History of Mathematics (5-0-5). A study of the nature and historical origin of mathematics. Analysis of the concepts of algebra, trigonometry and calculus. Solution of problems pointed toward appreciation of early mathematical developments. May be taken for graduate credit within the prescribed limits and with the advisor's approval. Normally offered: Winter, even years. *Prerequisite: Mathematics 303.*

Mathematics 451 (MAT 451)

Complex Variables (5-0-5). A study of the field of complex numbers, elementary functions of a complex variable, limits, derivatives, analytic functions, mapping by elementary functions, integrals, power series, residues and poles. May be taken for graduate credit within the prescribed limits and with the advisor's approval. Normally offered: Summer, odd years. *Prerequisite: Mathematics 203* and either *Mathematics 303* or permission of instructor.

Mathematics 456 (MAT 456)

Methods of Teaching Secondary Mathematics (5-0-5). A study of the materials and instructional procedures basic to the successful teaching of secondary school mathematics. Emphasis on problem-solving, discovery teaching, evaluation, enrichment. Normally offered: Winter. *Prerequisite: EDU 206, Mathematics 321* and *431* or permission of instructor.

Mathematics 475 (MAT 475)

Introduction to Graph Theory (5-0-5). A study of the various components of the newest area of mathematics. Topics such as subgraphs, walks, digraphs, reconstruction, trees, cycles, planarity, colorability, Ramsey theory, and connectedness will be covered. Normally offered: Fall, even years. *Prerequisite: Mathematics 303.*

Mathematics 481 (MAT 481)

General Topology (5-0-5). A systematic survey of the standard topics of general topology with particular emphasis on applications to the space of reals; topological spaces, mappings, compactness, product space, nets and convergence. May be taken for graduate credit within the prescribed limits and with the advisor's approval.

val. Quarter when offered: To be arranged.
Prerequisite: Mathematics 204 and Mathematics 303 or permission of instructor.

Mathematics 490 (MAT 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

Mathematics 495 (MAT 495)

Selected Topics (Variable). Modern concepts in special areas of mathematics. Quarter when offered: To be arranged.
Prerequisite: Permission of instructor.

Mathematics 496 (MAT 496)

Undergraduate Internship (1-15). An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skill under the supervision of Augusta College and the cooperating institution or agency. Quarter when offered: To be arranged.

Mathematics 499 (MAT 499)

Undergraduate Research (Variable). Individual mathematics research. A minimum of three hours per week for each quarter hour credit. Quarter when offered: To be arranged. *Prerequisite:* Permission of department chairman (for seniors only).

Mathematics 601 (MAT 601)

Foundations of Arithmetic (5-0-5). A study of elementary set theory, numeration systems, number systems through the reals, finite mathematical systems, and selected topics such as number theory, probability, statistics, and programming. Quarter when offered: To be arranged. *Prerequisite:* Admission to graduate study.

Mathematics 602 (MAT 602)

Foundations of Geometry (5-0-5). A study of the fundamental concepts of plane geometry, both metric and nonmetric, and an introduction to space, coordinate, non-Euclidean, and projective geometries.

Quarter when offered: To be arranged.
Prerequisite: Admission to graduate study.

Mathematics 611 (MAT 611)

Foundations of Mathematics (5-0-5). A study of logic, set theory, cardinality, the axiom of choice and its equivalences. Normally offered: Summer, even years.

Mathematics 621 (MAT 621)

Abstract Algebra I (5-0-5). An advanced study of group theory and ring theory. Normally offered: Winter, even years.

Mathematics 622 (MAT 622)

Abstract Algebra II (5-0-5). Further study of advanced ring theory. An advanced study of field theory including extension fields and Galois theory. Normally offered: Spring, even years.

Mathematics 625 (MAT 625)

Mathematical Statistics (5-0-5). A study of probability, discrete and continuous random variables and their distributions, techniques of descriptive statistics estimation, and hypothesis testing and correlation. Normally offered: Fall, odd years.

Mathematics 628 (MAT 628)

Linear Algebra (5-0-5). A study of vector spaces, modules, linear transformations, matrices, and linear systems. Normally offered: Spring, odd years. *Prerequisite:* Permission of instructor.

Mathematics 631 (MAT 631)

Advanced Number Theory (5-0-5). The study will include a brief survey of divisibility and primes followed by in-depth study of congruences, residue classes, quadratic residues, non-linear Diophantine equations, number-theoretic functions. Farey fractions, continued fractions. Pell's equation and algebraic numbers. Normally offered: Winter, odd years.

Mathematics 636 (MAT 636)

Mathematics Curriculum (4-2-5). The study of mathematics content, scope and sequence, and programs in the secondary schools, including student research and development of a high school mathematics curriculum. Quarter when offered: To be arranged.

Mathematics 646 (MAT 646)

Strategies for Teaching Mathematics (5-0-5). A comparison of contemporary and traditional strategies for teaching high

school mathematics, a review of learning theories as they relate to mathematics, and the use of computers, calculators and other aids in the teaching of mathematics. Quarter when offered: To be arranged.

Mathematics 656 (MAT 656)

Research in Mathematics Education (Variable). A brief survey of research models relating to the teaching and learning of mathematics, surveying techniques, curriculum development and evaluation, classroom research. Particular emphasis will be given to the reading and using of research. Quarter when offered: To be arranged.

Mathematics 671 (MAT 671)

Combinatorial Mathematics (5-0-5) A study of permutations, combinations, recurrence relations, generating functions, the principle of inclusion, Latin rectangles and block designs. Normally offered: Summer, odd years.

Mathematics 675 (MAT 675)

Introduction to the Theory of Graphs (5-0-5). A study of graphs, subgraphs, paths, arcs, trees, circuits, digraphs, colorability. Normally offered: Fall, even years.

Mathematics 695 (MAT 695)

Selected Topics (1-5 hours credit). A variable content course intended to meet the needs and interest of graduate students in selected areas of mathematics. May be repeated for credit with approval of department chairman. Quarter when offered: To be arranged. *Prerequisite:* Permission of department chairman and instructor.

Military Science 101 (MIL 101)

Introduction to the Military (2-1-2). An overview of the Army, Army Reserve, National Guard, and other services. A basic study about the military and how the military and the government work together for the country's protection. Normally offered: Fall.

Military Science 102 (MIL 102)

First Aid for Soldiers (2-1-2). A study of practical application of cardiopulmonary resuscitation (CPR) and other first aid measures to be applied in the event of: choking, severe bleeding, shock, bone fractures, burns, drowning, frost bite, heat exhaustion and heat stroke. Normally offered: Winter.

Military Science 103 (MIL 103)

Military Leadership and Management (2-1-2). A study of leadership and management that relates to both military and civilian environments. Case studies and practical exercises are used to examine various management skills. Normally offered: Spring.

Military Science 110 (MIL 110)

Special Weapons and Tactics [SWAT] (2-0-2). A study and practical exercise of intense and specific military skills used in Light Infantry units. An introduction and overview of patrolling tactics, mountaineering skills, expedient orienteering skills, and operation of individual and crew-served weapons. Includes a physical conditioning program. Allows the student to better prepare for competition at ROTC summer camp. Normally offered: Spring.

Military Science 201 (MIL 201)

Survival (2-1-2). An introduction to skills to sustain human life in a wilderness environment. A practical exercise in rappelling, rope bridging, and other survival skills. Includes a weekend exercise to put practical skills to use. Normally offered: Fall.

Military Science 202 (MIL 202)

The Small Unit Leader (2-0-2). A study of a leader of a small organization. A practical exercise for the student to learn how to plan, organize, execute tasks, manage time, and make sound decisions. Includes a weekend exercise to put all practical skills to use. Normally offered: Winter.

Military Science 203 (MIL 203)

Orienteering (2-1-2). An introduction to the basic fundamentals of military map reading and land navigation. A practical exercise in orienteering using maps, compass, and terrain association. Normally offered: Spring.

Military Science 210 (MIL 210)

Advanced Special Weapons and Tactics [SWAT II] (2-0-2). A continuation of MIL 110. An intense study and practical exercise of advanced military skills and tactics used by Light Infantry units. Specific additional areas of study are combat survival, hand-to-hand combat, zeroing and qualifying with an M16 rifle. Includes a physical conditioning program. Allows the student to better prepare to compete at ROTC summer camp. Normally offered: Fall.

Military Science 301 (MIL 301)

Advanced Orienteering and Communications (3-1-3). A study of map reading and land navigation as applied with the military small unit leader. An introduction to basic communication procedures with radios and field telephones. Normally offered: Fall. *Prerequisite:* Permission of Department Chair.

Military Science 302 (MIL 302)

Tactical Military Leadership and Management I (3-1-3). A study of the fundamentals of leadership and the leader's role in directing individuals and small units in offensive and defensive tactics. Includes physical conditioning. Normally offered: Winter. *Prerequisite:* Military Science 301.

Military Science 303 (MIL 303)

Tactical Military Leadership II (3-1-3). A continuation of Military Science 302 with emphasis on a final study of leadership in preparation for the summer camp practical exercise. Normally offered: Spring. *Prerequisite:* Military Science 302.

Military Science 304 (MIL 304)

Undergraduate Internship (0-40-5). Practical exercise in the responsibilities of small unit leadership (Summer Camp). Includes physical conditioning, weapons firing, field training and small unit exercises. Must have prior approval of Professor of Military Science for enrollment. Normally offered: Summer.

Military Science 401 (MIL 401)

Advanced Military Leadership (3-1-3). A study of command responsibilities, military ethics, and staff functions and responsibilities in personnel and administration; intelligence and security; operations and training; and supply and logistics. Normally offered: Fall. *Prerequisite:* Military Science 303.

Military Science 402 (MIL 402)

Military Justice and Logistic Operations (3-1-3). An introduction to the military justice system to include the court-martial system and the commander's responsibilities. A study of the sustainment operations of the military through supply and logistic operations. Normally offered: Winter. *Prerequisite:* Military Science 401.

Military Science 403 (MIL 403)

Transition to Officership (3-1-3). A study of the responsibilities and duties of the

upcoming commissioned officer serving in the military; more specifically in the Army, Army Reserve, and National Guard. Normally offered: Spring. *Prerequisite:* Military Science 402.

Military Science 495 (MIL 495)

Selected Topics (3-0-3). An intensive study of special area(s) of Military Science. Professor of Military Science approval required. Quarter when offered: To be arranged.

Music (Applied): Courses in Applied Music (MUA) are listed after the following MUS courses.

Music 101 (MUS 101)

Introduction to Music (5-0-5). An introduction to the elements of reading, writing, and listening to music. Emphasis is on a theoretical as well as practical application of basic music fundamentals as they relate to musical performance. Open to anyone desiring to learn to read and write music or wishing to prepare for music theory program. Normally offered: Summer.

Music 105 (MUS 105)

Music Literature (3-0-3). An introductory survey of music literature presented chronologically and by type. Listening requirements include laboratory and concerts. Open to all students. No prerequisites. Should be taken concurrently with MUS 127. Normally offered: Spring.

Music 111 (MUS 111)

Elementary Music Theory I (3-0-3). The study of rudimental materials of the theory of music including scales, intervals, key signatures, terminology, and diatonic harmony. Normally offered: Fall. *Corequisite:* MUS 125.

Music 112 (MUS 112)

Elementary Music Theory II (Variable). The study of rudimental materials of the theory of music including scales, intervals, key signatures, terminology, and diatonic harmony. Normally offered: Winter, Spring (by permission of department chair). *Prerequisite:* MUS 111. *Corequisite:* MUS 126.

Music 125, 126, 127 (MUS 125,6,7)

Elementary Ear Training and Sight Singing I, II, III (2-0-1). A sequence of courses in the fundamentals of music with emphasis upon application to singing at sight and

aural melodic and rhythmic dictation. Laboratory format. Must be taken in sequence. MUS 125 should be taken concurrently with MUS 111. MUS 126 should be taken concurrently with MUS 112. MUS 127 should be taken concurrently with MUS 105. Normally offered: Fall, Winter, Spring.

Music 171, 173, 174 (MUS 171, 173, 174)
See "Music Ensembles" below, following the other MUS listings.

Music 195 (MUS 195)
Recital Laboratory (0-V-0). All music majors must register in Music 195 during Fall, Winter, and Spring quarter. Attendance at 80% of all student, junior, senior, and faculty recitals is required in order for the grade to be registered as satisfactory. Music education majors are exempt from this requirement during the quarter which they are enrolled in student teaching. Other exemptions must be approved by the chairman. Graded S and U.

Music 211 (MUS 211)
Intermediate Music Theory I (3-0-3). Continuation of first year theory with introduction of sevenths and chromatically altered chords. MUS 211 should be taken concurrently with MUS 316. Normally offered: Fall. *Prerequisite:* MUS 112.

Music 212 (MUS 212)
Intermediate Music Theory II (Variable). Continuation of first year theory with introduction of sevenths and chromatically altered chords. MUS 212 should be taken concurrently with MUS 317. Normally offered: Winter, Spring (by permission of department chair). *Prerequisite:* MUS 211.

Music 225 (MUS 225)
Music Appreciation (5-0-5). A survey of musical styles for non-music majors. Emphasis on music in the standard repertoire and on current trends in popular, sacred, and concert music. Arranged.

Music 231 (MUS 231)
Class Voice (2-0-1). Class singing instruction for students who have not studied voice previously or are at the elementary level. Proper breathing and posture, tone production, vocal technique, and English and Italian diction are stressed. May be repeated for credit. Normally offered: Quarterly.

Music 233 (MUS 233)

Class Piano I (2-0-1). Introduction to the keyboard and training in basic technique covering five finger exercise patterns, triads, one octave major and minor scales, all forms of basic triads, chords, and their inversions. May be repeated for credit.

Music 234 (MUS 234)

Class Piano II (2-0-1). A study of extended scales, white and black key arpeggios, harmonization of scales and basic melodies, and beginning level compositions. May be repeated for credit. *Prerequisite:* Music 233

Music 235 (MUS 235)

Class Piano III (2-0-1). A study of dominant and diminished seventh arpeggios and their inversions, basic major and minor chord progressions, sight reading, transposition, and intermediate level compositions. May be repeated for credit. *Prerequisite:* Music 234

Music 312 (MUS 312)

Counterpoint (3-0-3). An eclectic approach to contrapuntal technique utilizing vocal, instrumental, and keyboard styles. Normally offered: Spring, alternating years. *Prerequisite:* Music 212.

Music 313, 314 (MUS 313, 314)

Advanced Music Theory and Counterpoint I, II (3-0-3). A study of contemporary harmonic structures and contrapuntal practices with orchestration. Modal harmony, extended triads, non-tertial sonorities, and introduction to serial technique will be utilized in scoring for instrumental and vocal ensembles up to and including the full orchestra. Normally offered: Fall, Winter, alternate years. *Prerequisite:* Music 212.

Music 316, 317, 318 (MUS 316, 317, 318)

Advanced Ear Training and Sight Singing (2-0-1). A sequence of courses in advanced ear training and sight singing including harmonic dictation, advanced rhythmic dictation and keyboard harmonization. Laboratory format. Must be taken in sequence. Music 316 should be taken concurrently with Music 211. Music 317 should be taken concurrently with Music 212. Normally offered: Fall, Winter, Spring. *Prerequisite:* Music 127.

Music 321, 322, 323 (MUS 321, 322, 323)
Music History and Literature (4-1-4). A survey of the development of music from Greek origins to the present, including music of the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Twentieth Century periods. A study of master works in music literature is integrated into the course with additional requirements in listening to live and recorded performances. Normally offered: Fall, Winter, Spring. *Prerequisite: Music 112, 105.*

Music 334 (MUS 334)
Italian Diction (2-0-2). A study of Italian diction as applied to singing. Emphasis on proper pronunciation, the singing of Italian songs and arias, and use of the international phonetic alphabet. Normally offered: Fall, alternate years.

Music 335 (MUS 335)
German Diction (2-0-2). A study of German diction as applied to singing. Emphasis on proper pronunciation, the singing of German songs and arias, and the use of the international phonetic alphabet. Normally offered: Winter, alternate years.

Music 336 (MUS 336)
French Diction (2-0-2). A study of French diction as applied to singing. Emphasis on proper pronunciation, the singing of French songs and arias, and the use of the international phonetic alphabet. Normally offered: Spring, alternate years.

Music 351 (MUS 351)
Kindergarten and Elementary Public School Music (5-0-5). A course designed to acquaint the classroom teacher with the fundamentals of music and with methods of teaching classroom music, rhythmic and movement activities, singing, and playing of soprano recorder and the Orff instrumentarium. Normally offered: Fall, Winter, Summer.

Music 352 (MUS 352)
Elementary and Middle School Music Methods (2-0-2). A study of the methods and techniques of teaching music in the elementary schools with emphasis on Orff-Schulwerk methodology. For music education majors. Normally offered: Winter, alternate years. *Prerequisite: Music 112, 127.*

Music 353 (MUS 353)
Middle School General Music Methods (2-

0-2). A study of the methods and techniques of teaching general music in the middle school with emphasis on Orff-Schulwerk methodology. For music education majors. Normally offered: Spring, alternate years. *Prerequisite: Music 352.*

Music 361-368 (MUS 361-368)
See "Music Ensembles" below, following the other MUS listings.

Music 371 (MUS 371)
Instrumental Techniques: Brass Methods (2-0-2). A study of brass instruments conducted as an introduction to the teaching of French horn, trumpet, trombone and tuba, baritone, and cornet, and demonstration of the class teaching methods of these instruments. *Prerequisite: Music 112.*

Music 372 (MUS 372)
Instrumental Techniques: Woodwind Methods (2-0-2). Same as above but applied to woodwind instruments. Normally offered: Winter, alternate years. *Prerequisite: Music 112.*

Music 373 (MUS 373)
Instrumental Techniques: String Methods (2-0-2). Same as above but applied to violin, viola, cello, and bass. *Prerequisite: Music 112*

Music 374 (MUS 374)
Instrumental Techniques: Percussion Methods (2-0-2). Same as above but applied to bass drum, snare drum, cymbals, tympani, and other percussion instruments. *Prerequisite: Music 112*

Music 377 (MUS 377)
Marching Band Methods (2-V-2). This course will introduce students to the fundamentals of marching, show design, and competitive drill. Music majors will actively participate in marching band instruction in area high schools, observing and instructing high school students. Students will prepare to teach and direct marching bands at the high school and middle school level. Normally offered: Fall, alternate years. *Prerequisites: Music 112.*

Music 378 (MUS 378)
Vocal Methods (2-0-2). A study of vocal techniques in preparation for choral or studio work. Normally offered: Fall, alternate years. *Prerequisites: Music 105, 112, 127.*

Music 381 (MUS 381)

Contemporary Literature (3-0-3). A survey of musical styles and literature in the 20th century. Normally offered: Spring, alternate years. *Prerequisite:* Permission of instructor.

Music 382 (MUS 382)

Music in the Church (3-0-3). A consideration of the nature and role of music in the Hebraic-Christian tradition and its technical application to church music in modern times. On demand. *Prerequisite:* Music 112.

Music 383 (MUS 383)

Ethnic Influence in Music (3-0-3). A study of non-Western contribution and influence in music. Normally offered: Spring, alternate years. *Prerequisite:* Permission of instructor.

Music 384 (MUS 384)

Vocal Literature (3-0-3). A study of solo song literature. Normally offered: Winter, alternate years. *Prerequisite:* Music 112.

Music 395 (MUS 395)

Experiencing the Arts (1-V-1). Attendance at a choice of college and community arts programs including vocal and instrumental music, art exhibits, drama, dance, and opera. Seminar discussions will prepare and guide enjoyment and understanding. Open to all students.

Music 396 (MUS 396)

Experiencing the Arts (1-V-1). The same as Music 395A but with the addition of a research paper.

Music 411, 412, 413 (MUS 411,2,3)

Orchestration I,II, III (2-0-2). A study of the techniques of writing for instruments beginning with small groups and culminating in the full orchestra. Normally offered: Fall, Winter, Spring, alternating years. *Prerequisite:* Music 212.

Music 416 (MUS 416)

Form and Analysis (3-0-3). A study of the elements of musical composition through the analysis of selected compositions and the correlation to previous theoretical studies. Normally offered: Spring, alternating years. *Prerequisite:* Music 212

Music 461 (MUS 461)

Fundamentals of Conducting (3-0-3). Basic conducting methods using the baton and

hand. Normally offered: Spring. *Prerequisites:* Music 212, 317.

Music 462 (MUS 462)

Instrumental Conducting and Administration (3-0-3). Conducting and rehearsal techniques and a study of the methods of organization and administration utilized in the total public school instrumental music program. Normally offered: Fall, alternate years. *Prerequisite:* Music 461.

Music 463 (MUS 463)

Choral Conducting and Administration (3-0-3). The interpretation, score reading, preparation and rehearsal methods for large and small choral ensembles and basic principals of administration of a public school choral program are the focus of this course. Normally offered: Winter, alternate years. *Prerequisites:* Music 461, 378.

Music 481 (MUS 481)

Chamber Music Literature (3-0-3). A comprehensive survey of chamber music literature of all media from the 17th through the 20th century. *Prerequisite:* Permission of instructor.

Music 482 (MUS 482)

Operatic Literature (3-0-3). A study of the development of opera from the 17th century to the present. *Prerequisite:* Permission of instructor.

Music 483 (MUS 483)

Symphonic Literature (3-0-3). A comprehensive study of major symphonic works from the 18th through the 20th century. *Prerequisite:* Permission of instructor.

Music 484 (MUS 484)

Organ Literature (3-0-3). A comprehensive survey of major organ works and the history of organ design. *Prerequisite:* Permission of instructor.

Music 485 (MUS 485)

Piano Literature (3-0-3). An in-depth survey of major solo works for the piano from the 18th through the 20th century. *Prerequisite:* Permission of instructor.

Music 490 (MUS 490)

Cullum Lecture Series (V, 1-5). Interdisciplinary seminar on foreign culture. The student will be expected to choose and execute a project in his or her discipline. Normally offered: Spring.

Music 495 (MUS 495)

Selected Topics (Variable). A study of specific areas of musicology, theory, or music education with emphasis on individual development and preparation for advanced study. Normally offered: Quarterly. *Prerequisite:* *Permission of department chairman.*

Music 496 (MUS 496)

Undergraduate Internship (1-15). A service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.

Music 595 (MUS 595)

Select Topics in Music Education (Variable). A study of specific problems in music education for graduate credit. Normally offered: Quarterly.

Music: Music Ensembles (MUS)

Music ensembles all carry one hour of credit, but rehearsal times vary between one and four hours weekly in addition to public performances. Ensembles are open to all students, and non-music majors are encouraged to participate. Permission of the instructor is usually required, and most groups require an audition.

Music 171 (MUS 171). Augusta College Choir (3-0-1). A selected group of mixed voices. The choir performs frequently on campus and in the community. Normally offered: Fall, Winter, Spring.

Music 173 (MUS 173). Augusta College Youth Orchestra (2-0-1). The orchestra combines the talents of college, community, and school musicians for two major concerts annually. Normally offered: Fall, Winter, Spring.

Music 174 (MUS 174). Augusta College Concert Band (Wind Ensemble) (3-0-1). The Augusta College Band gives quarterly concerts on campus and makes occasional appearances in the community and on tour. Normally offered: Fall, Winter, Spring.

Music 361 (MUS 361). Chamber Music (V-0-1). Small groups organized by arrangement to rehearse and perform ensemble literature. Also for pianists accompanying soloists on a regular basis. Normally offered: Fall, Winter, Spring.

Music 362 (MUS 362). Brass Ensemble (V-0-1). An ensemble for the rehearsal and

performance of brass ensemble literature. Normally offered: Fall, Winter, Spring.

Music 363 (MUS 363). Augusta College Chamber Choir (3-0-1). A highly select mixed vocal group with the highest artistic standards. The Chamber Choir performs regularly throughout the year on campus, in the community, and on tours. Other presentations such as an Elizabethan Madrigal dinner may be performed from time to time.

Music 364 (MUS 364). Augusta College Jazz Ensemble (V-0-1). The Augusta College Jazz Ensemble performs frequently on campus, in the community, and on tours, playing a wide variety of popular and jazz music. Normally offered: Fall, Winter, Spring.

Music 365 (MUS 365). Percussion Ensemble (V-0-1). An ensemble for the rehearsal and performance of percussion music. Normally offered: Fall, Winter, Spring.

Music 366 (MUS 366). Woodwind Ensemble (V-0-1). Small groups of woodwind instruments for rehearsal and performance of woodwind ensemble literature. Normally offered: Fall, Winter, Spring.

Music 367 (MUS 367) Opera Theatre (2-V-2). A select group for the study of opera production, singing, movement, and dramatic action with stage diction. Members will perform either opera, operetta, or musical comedy repertoire each spring. Short programs of Musical Theatre numbers are presented in the community or on tour. Normally offered: Winter, Spring.

Music 368 (MUS 368) Keyboard Accompanying (1-0-1). For keyboard students who are actively involved with departmental accompanying. This provides for supervised experience and instruction in vocal and/or instrumental accompanying working with several soloists per quarter.

Music: Applied Music Courses (MUA)

Applied music may be taken for credit or non-credit by a student upon payment of the appropriate fee. Major applied music carries two hours credit for one hour of private instruction per week. Secondary applied music is for those students wishing to acquire a secondary competency on a musical instrument or voice or for non-music majors who wish to begin or continue private study of a musical instrument or

voice. Secondary applied lessons carry one hour of credit for one-half hour of private instruction per week.

Lower Division – Major Applied Music

| | |
|----------|------------------------------|
| MUA 141A | Violin (1-0-2) |
| MUA 141B | Viola (1-0-2) |
| MUA 141C | Cello (1-0-2) |
| MUA 141D | Bass (1-0-2) |
| MUA 141E | Guitar-Major Applied (1-0-1) |
| MUA 142A | Flute/Piccolo (1-0-2) |
| MUA 142B | Oboe/English Horn (1-0-2) |
| MUA 142C | Clarinet (1-0-2) |
| MUA 142D | Bassoon (1-0-2) |
| MUA 142E | Saxophone (1-0-2) |
| MUA 143A | Trumpet (1-0-2) |
| MUA 143B | Horn (1-0-2) |
| MUA 143C | Baritone Horn (1-0-2) |
| MUA 143D | Trombone (1-0-2) |
| MUA 143E | Tuba (1-0-2) |
| MUA 144A | Percussion (1-0-2) |
| MUA 145A | Piano (1-0-2) |
| MUA 145B | Piano (1-0-2) |
| MUA 146A | Organ (1-0-2) |
| MUA 147A | Voice (1-0-2) |
| MUA 147B | Voice (1-0-2) |
| MUA 148A | Composition (1-0-2) |
| MUA 149A | Harpsichord (1-0-2) |
| MUA 149B | Early Instruments (1-0-2) |

Upper Division – Major Applied Music
Prerequisite: Successful completion of upper-division applied music exam.

| | |
|----------|------------------------------|
| MUA 341A | Violin (1-0-2) |
| MUA 341B | Viola (1-0-2) |
| MUA 341C | Cello (1-0-2) |
| MUA 341D | Bass (1-0-2) |
| MUA 341E | Guitar-Major Applied (1-0-2) |
| MUA 342A | Flute/Piccolo (1-0-2) |
| MUA 342B | Oboe/English Horn (1-0-2) |
| MUA 342C | Clarinet (1-0-2) |
| MUA 342D | Bassoon (1-0-2) |
| MUA 342E | Saxophone (1-0-2) |
| MUA 343A | Trumpet (1-0-2) |
| MUA 343B | Horn (1-0-2) |
| MUA 343C | Baritone Horn (1-0-2) |
| MUA 343D | Trombone (1-0-2) |
| MUA 343E | Tuba (1-0-2) |
| MUA 344A | Percussion (1-0-2) |
| MUA 345A | Piano (1-0-2) |
| MUA 345B | Piano (1-0-2) |
| MUA 346A | Organ (1-0-2) |
| MUA 347A | Voice (1-0-2) |
| MUA 347B | Voice (1-0-2) |
| MUA 348A | Composition (1-0-2) |
| MUA 349A | Harpsichord (1-0-2) |
| MUA 349B | Early Instruments (1-0-2) |

Senior Recital – Majors

| | |
|----------|---------------------------|
| MUA 441A | Violin (V-0-3) |
| MUA 441B | Viola (V-0-3) |
| MUA 441C | Cello (V-0-3) |
| MUA 441D | Bass (V-0-3) |
| MUA 441E | Guitar (V-0-3) |
| MUA 442A | Flute/Piccolo (V-0-3) |
| MUA 442B | Oboe/English Horn (V-0-3) |
| MUA 442C | Clarinet (V-0-3) |
| MUA 442D | Bassoon (V-0-3) |
| MUA 442E | Saxophone (V-0-3) |
| MUA 443A | Trumpet (V-0-3) |
| MUA 443B | Horn (V-0-3) |
| MUA 443C | Baritone Horn (V-0-3) |
| MUA 443D | Trombone (V-0-3) |
| MUA 443E | Tuba (V-0-3) |
| MUA 444A | Percussion (V-0-3) |
| MUA 445A | Piano (V-0-3) |
| MUA 445B | Piano (V-0-3) |
| MUA 446A | Organ (V-0-3) |
| MUA 447A | Voice (V-0-3) |
| MUA 447B | Voice (V-0-3) |
| MUA 449A | Harpsichord (V-0-3) |
| MUA 449B | Early Instruments (V-0-3) |

Lower Division – Secondary Applied Music

| | |
|----------|---------------------------|
| MUA 151A | Violin (½-0-1) |
| MUA 151B | Viola (½-0-1) |
| MUA 151C | Cello (½-0-1) |
| MUA 151D | Bass (½-0-1) |
| MUA 151E | Guitar (½-0-1) |
| MUA 152A | Flute (½-0-1) |
| MUA 152B | Oboe (½-0-1) |
| MUA 152C | Clarinet (½-0-1) |
| MUA 152D | Bassoon (½-0-1) |
| MUA 152E | Saxophone (½-0-1) |
| MUA 153A | Trumpet (½-0-1) |
| MUA 153B | Horn (½-0-1) |
| MUA 153C | Baritone (½-0-1) |
| MUA 153D | Trombone (½-0-1) |
| MUA 153E | Tuba (½-0-1) |
| MUA 154A | Percussion (½-0-1) |
| MUA 155A | Piano (½-0-1) |
| MUA 155B | Piano (½-0-1) |
| MUA 156A | Organ (½-0-1) |
| MUA 157A | Voice (½-0-1) |
| MUA 157B | Voice (½-0-1) |
| MUA 158A | Composition (½-0-1) |
| MUA 159A | Harpsichord (½-0-1) |
| MUA 159B | Early Instruments (½-0-1) |

Upper Division -- Secondary Applied Music. Prerequisite: Successful completion of three hours of MUA 140- or 150-level

work.

- MUA 351A Violin (½-0-1)
- MUA 351B Viola (½-0-1)
- MUA 351C Cello (½-0-1)
- MUA 351D Bass (½-0-1)
- MUA 351E Guitar (½-0-1)
- MUA 352A Flute (½-0-1)
- MUA 352B Oboe (½-0-1)
- MUA 352C Clarinet (½-0-1)
- MUA 352D Bassoon (½-0-1)
- MUA 352E Saxophone (½-0-1)
- MUA 353A Trumpet (½-0-1)
- MUA 353B Horn (½-0-1)
- MUA 353C Baritone (½-0-1)
- MUA 353D Trombone (½-0-1)
- MUA 353E Tuba (½-0-1)
- MUA 354A Percussion (½-0-1)
- MUA 355A Piano (½-0-1)
- MUA 355B Piano (½-0-1)
- MUA 356A Organ (½-0-1)
- MUA 357A Voice (½-0-1)
- MUA 357B Voice (½-0-1)
- MUA 358A Composition (½-0-1)
- MUA 359A Harpsichord (½-0-1)
- MUA 359B Early Instruments (½-0-1)

Nursing 101 (NUR 101)

Fundamentals of Nursing Practice (4-9-7).

An introduction to foundational concepts providing a knowledge base for nursing practice across the life span. Health assessment of individuals is presented utilizing Gordon's Functional Health Patterns. Other topics include communication process; mobility; nutrition; oxygenation; elimination; and pharmacotherapeutics. The roles of the professional nurse in the provision of care, management of care, and as a member of the discipline of nursing are emphasized. Problem solving and decision making through the use of the nursing process in patient care is emphasized. A skills lab component is provided for the learning of associated psychomotor skills and an inpatient clinical experience is required in an acute or long-term care setting. Normally offered: Fall. Co-requisites: BIO 111, PSY 101.

Nursing 102 (NUR 102)

Nursing Care of the Adult Patient With Common Physiological Dysfunctions (4-12-8). This course utilizes the nursing process with Gordon's Functional Health Patterns as an assessment framework and a taxonomic reference for nursing diagnoses. The organizing constructs are nursing process, needs, development, stress adaptation, teaching/learning, functional health pat-

terns, and communication. It builds on concepts and skills from NUR 101. Nursing care is provided to selected patients experiencing common physiologic dysfunctions which interfere with normal cellular proliferation, nutrition, elimination, sensory-motor function, regulatory and reproductive function. The geriatric patient is emphasized. Concurrent learning experiences are provided in a nursing skills laboratory and in a variety of acute care settings. Normally offered: Winter. Corequisite: BIO 112. Prerequisites: BIO 111 and NUR 101 (grades of C or better), PSY 101.

Nursing 103 (NUR 103)

Nursing Care of Patients With Mental-Emotional, Psycho-Social Dysfunctions (2-6-4). An introduction to care of the patient across the life span with mental-emotional, psycho-social dysfunctions. The major psychiatric disorders are presented with emphasis on selected nursing behaviors. Concepts related to communication theory, therapeutic relationships, and the sociocultural aspects of nursing care are discussed. The application of the nursing process in psychiatric-mental health nursing is the organizing framework from which to develop approaches that meet the needs of patients with dysfunctions in psycho-social and mental-emotional health states. A portion of the course focuses on the development of self-awareness and on the therapeutic use of self in assisting patients to achieve psycho-social and mental-emotional growth. Concurrent clinical learning experiences are provided in a variety of hospitals with inpatient psychiatric facilities. Normally offered: Spring. Prerequisite: NUR 102 (grade of C or better). Corequisites: BIO 311 and EDU 203.

Nursing 104 (NUR 104)

Nursing Care of Maternal-Newborn Patients (2-6-4). This course is designed to provide the fundamental nursing knowledge required to meet the needs of the maternal-newborn family. Commonly occurring dysfunctions and coping responses are represented and analyzed within the developing family using the nursing process. Functional Health Patterns are used as an assessment framework. Communication skills appropriate to the developmental level of the maternal-newborn family are emphasized. Theoretical content is presented in the classroom

and applied in supervised maternal-newborn clinical settings. Also included are outpatient learning experiences. Normally offered: Spring. *Prerequisite:* NUR 103 (grade of C or better). *Corequisites:* BIO 311 and EDU 203.

Nursing 201 (NUR 201)

Nursing Care of the Adult Patient With Complex Physiological Dysfunctions I (4-12-8). This course uses the nursing process with Gordon's Functional Health Patterns as an assessment framework and a taxonomic reference for nursing diagnoses. The organizing constructs are nursing process, needs, development, stress adaptation, teaching/learning, functional health patterns, and communication. Nursing care is provided to selected patients with complex physiological dysfunctions of oxygenation and fluid-electrolyte/acid base imbalance. Management as it relates to small group dynamics is introduced. Clinical experiences occur in a variety of acute care settings. Normally offered: Fall. *Prerequisite:* All first-year courses (grades of C or better).

Nursing 202 (NUR 202)

Nursing Care of Children (2-6-4). This course is designed to provide the nursing knowledge and skills required to meet the needs of the child and family. Common dysfunctions and coping responses with the developing family are analyzed using the nursing process. Functional Health Patterns are used as an assessment framework and a diagnostic taxonomy. Communication skills that are appropriate to each developmental level are emphasized. Clinical experiences occur in a variety of acute care settings and outpatient pediatric settings. Normally offered: Winter. *Prerequisite:* NUR 201 (grade of C or better).

Nursing 203 (NUR 203)

Care of the Adult Patient With Complex Physiological Dysfunctions II (2-6-4). This course uses the nursing process with Gordon's Functional Health Patterns as an assessment framework and a taxonomic reference for nursing diagnoses. The organizing constructs are nursing process, needs, development, stress adaptation, teaching/learning, functional health patterns, and communication. Nursing care is provided to selected patients with complex dysfunctions of protective, regulatory, respiratory, and neuro-sensory health patterns. Clinical experiences occur in a variety of acute care settings. Normally offered:

Winter. *Prerequisite:* NUR 202 (grade of C or better).

Nursing 204 (NUR 204)

Care of the Adult Patient With Complex Physiological Dysfunctions III (4-18-10). This course is a study utilizing the nursing process with Gordon's Functional Health Patterns as an assessment framework and a taxonomic reference for nursing diagnoses. The organizing constructs are nursing process, needs, development, stress adaptation, teaching/learning, functional health patterns, and communication. Nursing care is provided to selected patients with complex physiological dysfunctions of eliminative, integumentary, protective, and regulatory health patterns. Selected topics will be presented, including an introduction to home health care. A comprehensive clinical experience is provided for students in a variety of acute care settings using selected preceptorships. Normally offered: Spring. *Prerequisite:* NUR 203 (grade of C or better). *Corequisite:* NUR 205.

Nursing 205 (NUR 205)

Issues and Trends (2-0-2). Explores the heritage and roles and responsibilities of nurses in society. Specific attention is focused on nursing organizations, issues, trends, and the legal and ethical obligations of the associate degree nurse to the profession and to the community. Normally offered: Spring. *Prerequisites:* NUR 201, NUR 202, NUR 203 (grades of C or better).

Nursing 295 (NUR 295)

Selected Topics (Variable). A study of the concepts and principles in special topics in nursing. Normally offered: Spring.

Philosophy 101 (PHY 101)

Introduction to Philosophy (5-0-5). The emergence of philosophy and its attempt to explain the meaningfulness of the human condition will be critically examined. Fundamental questions will be assessed and their language evaluated. Normally offered: Quarterly. *Prerequisite:* ENG 101 or permission of instructor.

Philosophy 395 (PHY 395)

Major Philosophers in History (5-0-5). This course will undertake a critical reading of the work of one philosopher, each quarter alternating ancient and modern, and will examine the meaning, language, and consistency of the text. The aim is to

acquaint students with fundamental readings in philosophy. May be repeated for credit. Normally offered: Biannually. *Prerequisites:* Philosophy 101 and a grade of C or better.

Philosophy 490 (PHY 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions participate in class discussions, and prepare a student project relevant to the quarter's topic.

Philosophy 495 (PHY 495)

Selected Topics (Variable). Seminar or directed study on a major philosopher, school of philosophy, area of philosophical specialization, or various philosophical problems. May be repeated for credit. Normally offered: Quarterly. *Prerequisites:* Permission of instructor and approval of the department chairman.

Philosophy 499 (PHY 499)

Undergraduate Research (Variable). Individual philosophical investigation performed by the student on a topic of his or her choice under the direction of a specific instructor. Emphasis will be placed on the development of adequate research techniques. Upperclassmen only. May be repeated for credit. Quarter when offered: To be arranged. *Prerequisite:* Permission of instructor and approval of the department chairman.

Philosophy 610 (PHY 610)

Philosophy of Education (5-0-5). A consideration of major philosophies of education, with the student project devoted to writing one's own philosophy of education. When this course is taught in relation to the Cullum Third World Culture Program, there will be an emphasis on the inclusion of non-western expressions into one's philosophy of education. Quarter when offered: To be arranged. *Prerequisite:* Admission to graduate study.

Physical Education: Also see under "HPE" for professional courses in physical education.

Physical Education 101-119

Individual and Dual Activities (0-2-1). Instructions in fundamental skills of those activities which may be for one or more persons. Include the following:

- PED 101, Physical Fitness
- PED 102, Archery
- PED 103, Badminton
- PED 104, Golf
- PED 105, Gymnastics
- PED 106, Tumbling
- PED 107, Rebound Tumbling I
- PED 108, Pickleball
- PED 109, Recreational Games
- PED 110, Beginning Tennis
- PED 111, Advanced Tennis
- PED 112, Table Tennis
- PED 113, Track and Field
- PED 114, Bicycle Touring
- PED 115, CPR (Cardiopulmonary Resuscitation)
- PED 116, Jogging
- PED 117, Archery/Table Tennis

Will meet graduation requirements. A variety offered quarterly.

Physical Education 121-139

Team Games (0-2-1). Basic instruction in the fundamentals of those activities where two or more teams are involved. Include the following:

- PED 121, Basketball
- PED 122, Soccer
- PED 123, Softball
- PED 124, Flag Football
- PED 125, Volleyball
- PED 126, Advanced Volleyball

Will meet graduation requirements. A variety offered quarterly.

Physical Education 141-149

Aquatics (0-2-1). The teaching of basic fundamentals of swimming strokes and water safety which will enable an individual to enjoy water activities. Include the following:

- PED 141, Aquatic Games
- PED 142, Lifeguard Certification
- PED 143, Swimming
- PED 144, Fitness Swimming
- PED 145, Swimming for Non-Swimmers
- PED 146, Water Safety Instruction
- PED 147, Diving
- PED 148, Canoeing
- PED 149, Scuba—Beginning
- PED 150, Scuba—Advanced

Will meet graduation requirements. A variety offered quarterly.

Physical Education 161-170

Rhythmical Activities (0-2-1). The teaching of elementary forms of movement in relation to space with musical accompaniment. Include the following:

PED 162, Square Dance

PED 163, Social and Folk Dance

Will meet graduation requirements. A variety offered quarterly.

Physical Education 171-180

Fitness Activities (0-2-1). Instruction in fundamental skills of fitness activities for the individual's health improvement. Include the following:

PED 171, Individual Fitness Assessment

PED 172, Aerobic Fitness

PED 173, Iron Man / Iron Woman
(Swim, Bike, Run)

PED 174, Weight Training

PED 175, Body Shaping (Weight Training for Women)

Will meet graduation requirements. A variety offered quarterly.

Physical Education 181-190

Special Activities (0-2-1). Fundamentals and practice in special activities for students with varied interest. Include the following:

PED 190, Adapted Swimming Instruction

Will meet graduation requirements.

Physical Education 191 (PED 191)

Physical and Mental Health (2-0-2).

Dissemination of materials and information concerning the areas of drug abuse, sex education, dental hygiene, smoking, and alcohol. Will meet graduation requirements. Normally offered: Quarterly.

Physical Education 195 (PED 195)

Sports Appreciation (2-0-2). An appreciation of the major spectator sports in America today with an emphasis on becoming a more knowledgeable spectator through films, lectures, and visiting sports personalities. Medical excuse to be presented to the department chair. Normally offered: Fall.

Physical Education 196 (PED 196)

Sports Appreciation (2-0-2). An appreciation of the major spectator sports in America today with an emphasis on becoming a more knowledgeable spectator through films, lectures, and visiting sports personalities. Medical excuse to be presented to the department chair. Normally offered: Spring.

Physical Education 197 (PED 197)

Sports Appreciation (2-0-2). An appreciation of the major spectator sports in America today with an emphasis on becoming a more knowledgeable spectator through films, lectures, and visiting sports personalities of baseball, golf, track, and swimming. Medical excuse to be presented to the department chair.

Physical Education: Also see under "HPE" for professional courses in physical education.

Physical Science 101 (PSC 101)

Physical Science I (4-2-5). A survey of physics including the description of motion, Newton's laws. Most of the following topics are also studied: relativity, heat, waves and light, electricity and magnetism, atomic and nuclear structure, and radioactivity. The course is designed for the non-technical student. Normally offered: Quarterly. *Prerequisite:* Proficiency at 100-level mathematics. Completion of Mathematics 107 recommended.

Physical Science 102 (PSC 102)

Physical Science II (4-2-5). A study of the constituent materials and properties of the earth's surface, interior, and atmosphere; the solar system; galaxies; and the universe. Physical principles from PSC 101 are applied. Designed for the non-technical student. Normally offered: Quarterly.

Physical Science 398 (PSC 398)

Current Technology Seminar (1-2-2). Presentations and discussion by faculty of Department of Chemistry and Physics of current topics of science. Students complete pertinent readings and participate in discussion, insofar as time permits. A written report on one topic will be submitted near the end of the quarter. Course may be repeated for credit. Normally offered: Fall quarter only. *Prerequisite:* Mathematics 115

Physics Introductory Sequences

The sequence PSC 201, 202, and 203 is trigonometry-based and is designed for students majoring in biology or for students in pre-dentistry, pre-medicine, pre-veterinary, nursing, or technology programs. The sequence Physics 211, 212, and 213 is calculus-based and is designed for students majoring in physics, chemistry, mathematics, or computer science, or for students in the pre-engineering program.

Physics 201 (PCS 201).

General Physics: Mechanics (4-2-5). Statics and dynamics of particles and fluids, wave motion, and elasticity. Normally offered: Fall, Summer. *Prerequisite: Mathematics 115* (grade of C or better).

Physics 202 (PCS 202)

General Physics: Heat, Light and Sound (4-2-5). The fundamental laws of heat, light and sound. Normally offered: Winter. *Prerequisite: Physics 201.*

Physics 203 (PCS 203)

General Physics: Electricity, Magnetism and Modern Physics (4-2-5). Fundamental laws of electricity and magnetism. Normally offered: Spring. *Prerequisite: Physics 201.*

Physics 211 (PCS 211)

Mechanics (4-3-5). A study of mechanics with an emphasis on problem solving and laboratory performance. Normally offered: Fall. *Corequisite: Mathematics 202 concurrently.*

Physics 212 (PCS 212)

Electricity and Magnetism (4-3-5). Electricity, magnetism and related phenomena with emphasis on problem solving. Normally offered: Winter. *Prerequisite: Physics 211 or permission of instructor.*

Physics 213 (PCS 213)

Heat, Sound and Light (4-3-5). Heat, sound, light, and modern physics with emphasis on problem solving. Normally offered: Spring. *Prerequisite: Physics 211 or permission of instructor.*

Physics 301 (PCS 301)

Electronics I (4-4-6). Alternating current theory, filters, wave-shaping, power supplies, operational amplifiers, servo systems, analog switching, transmitters. Normally offered: Fall, even years. *Prerequisite: Physics 212 (C or better) or permission of instructor.*

Physics 302 (PCS 302)

Electronics II (4-4-6). Logic gates, flip-flops, counters, open collector and tristate logic, micro-processors, digital-to-analog and analog-to-digital converters. Normally offered: Winter, odd years. *Prerequisite: Physics 301 or permission of instructor.*

Physics 304 (PCS 304)

Advanced Optics (5-2-6). Properties of

light. Plane and spherical surfaces. Thin and thick lenses. Spherical mirrors. Waves and interference. Fraunhofer and Fresnel diffraction. Spectra, absorption, and scattering. Polarization. Quantum optics. Normally offered: Spring, odd years. *Prerequisite: Physics 213 (C or better) or permission of instructor.*

Physics 315 (PCS 315)

Nuclear Radiation Detection (3-6-6). A study of the various methods of detecting nuclear radiation. Quarter when offered: To be arranged. *Prerequisite: Permission of instructor.*

Physics 325 (PCS 325)

Theoretical Mechanics I (5-0-5). Newtonian mechanics. Vector algebra, vector analysis. Statics and particle kinematics. particle dynamics in one, two, and three dimensions. Motion of a system of particles. Simple, damped, and forced harmonic motion. Rigid body rotation. Normally offered: Fall, even years. *Prerequisites: Physics 211 (C or better) and Mathematics 302 or permission of instructor.*

Physics 326 (PCS 326)

Theoretical Mechanics II (5-0-5). Gravitational field and potential. Moving coordinate systems, rotational motion, and Coriolis force. Mechanics of continuous media. Lagrange's equations. Hamilton's equations. Normally offered: Winter, odd years. *Prerequisite: Physics 325 or permission of instructor.*

Physics 405 (PCS 405)

Electromagnetic Theory I (5-0-5). Vector analysis. Electrostatics and Gauss' law. Poisson's equation and Laplace's equation applied to electrostatic problems. Electric fields and energy. Dielectrics. Electric currents and circuits. Magnetic field and steady currents. Normally offered: Fall, odd years. *Prerequisites: Physics 212 (C or better) and Mathematics 302 or permission of instructor.*

Physics 406 (PCS 406)

Electromagnetic Theory II (5-0-5). Electromagnetic induction. Magnetization, magnetic fields, energy, and magnetic circuits. Circuits with slowly varying currents. Maxwell's equations and applications. Electromagnetic radiation (boundary conditions and propagation). Normally offered: Winter, even years. *Prerequisite: Physics 405 or permission of instructor.*

Physics 451 (PCS 451)

Modern Physics I (5-2-6). Theory of special relativity. Quantum physics: Black body radiation, Photoelectric effect; Compton effect; X-rays; Bohr model of the atom; wave properties of matter. Normally offered: Fall, odd years. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites: Physics 211, 212, 213 (C or better in each) or permission of instructor.*

Physics 452 (PCS 452)

Modern Physics II (5-2-6). Wave mechanics. Atomic and molecular spectroscopy. Normally offered: Winter, even years. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Physics 451 or permission of instructor.*

Physics 453 (PCS 453)

Modern Physics III (5-2-6). A study of nuclear structure, forces, and models, radioactivity, transitions, and interactions of radiations with matter, particle reactions. Normally offered: Spring, even years. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Physics 452 or permission of instructor.*

Physics 490 (PCS 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

Physics 495 (PCS 495)

Selected Topics (Variable). Modern concepts in special areas of physics. Quarter when offered: To be arranged. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Permission of instructor.*

Physics 496 (PCS 496)

Undergraduate Internship (1-15). An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and

skills under the supervision of Augusta College and the cooperating institution or agency. May be taken for graduate credit within the prescribed limits and with the advisor's approval. Quarter when offered: To be arranged.

Physics 499 (PCS 499)

Undergraduate Research (Variable). Individual physics research. A minimum of three hours work per week for each quarter hour credit. Thesis required. Quarter when offered: To be arranged. *Prerequisite: Permission of department chairman (For seniors only).*

Political Science 081 (POL 081)

Introduction to Law (non-credit course in Paralegal Certificate Program). Recognition of legal issues; structure of the judicial system; fundamentals of legal practice and the role of the paralegal; introduction to methods and resources of legal research with outside research projects.

Political Science 082 (POL 082)

Civil Litigation (non-credit course in Paralegal Certificate Program). Introduction to basic principles of negligence, products liability, and contracts; preparation of pleadings and discovery; practical considerations of pleadings; discovery and motions; pretrial preparation and trial procedures. *Prerequisite: Political Science 081.*

Political Science 083 (POL 083)

Business Organizations/Corporations (non-credit course in Paralegal Certificate Program). This course will include instruction in practice of forming business corporations, partnerships, and sole proprietorships; maintenance of a business corporation's legal books and financial data; drafting employer-employee contracts and pension plans; application of state and federal laws and regulations to the respective business entities. *Prerequisite: Political Science 081.*

Political Science 084 (POL 084)

Property and Estates (non-credit course in Paralegal Certificate Program). Introduction to two major areas of law. Part I will cover real estate, title search, and abstract production; deed preparation, mortgages, and real estate loan closing documents, and preparation of condemnation restrictions and subdivision restrictive covenants. Part II will cover the preparation of wills and

trusts, intestate distribution, preparation of probate documents and an introduction to federal and state tax provisions in the area of estate planning. *Prerequisite: Political Science 081.*

Political Science 085 (POL 085)

Criminal Law (non-credit course in Paralegal Certificate Program). Study of the criminal process and constitutional rights of the accused in context of hypothetical cases as the student receives direct training in client interviews; pretrial discovery and motions; trial preparation and plea bargaining. *Prerequisite: Political Science 081.*

Political Science 086 (POL 086)

Advanced Legal Research (non-credit course in Paralegal Certificate Program). Research and preparation of legal memoranda, trial briefs and appellate briefs; introduction to computerized legal research. *Prerequisite: Political Science 081.*

Political Science 101 (POL 101)

American Government I (5-0-5). An introductory course covering the essential facts of federal, state, and local governments in the United States. A satisfactory grade will exempt a student from the requirement of passing an examination on the Constitution of the United States and the Constitution of Georgia before graduation. Normally offered: Quarterly. *A prerequisite to all other courses in political science.*

Political Science 201 (POL 201)

American Government II (5-0-5). Required of all majors. An advanced course in American Government with emphasis being placed on the role of political parties in the political system. The concepts of roll call analysis and electoral behavior will be explored. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 202 (POL 202)

Introduction to Political Methodology (5-0-5). Required of all majors. A survey of the scope and methods of political science, emphasizing the scientific study of political behavior and the terms, concepts, theories, and principles of political science. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 204 (POL 204)

Society, Law, and the Criminal (5-0-5). An examination of the nature of crime, the consequences of crime for society, and an

intensive examination and evaluation of the law as a social device for coping with crime. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 301 (POL 301)

Comparative European Governments (5-0-5). A survey of the major political systems of Western Europe, emphasizing the influence of formal and informal variables. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 302 (POL 302)

Governments and Politics of Post-Communist Russia (5-0-5). A study emphasizing how the new Commonwealth of Independent States is governed; economic, political, and social change following the dissolution of the Soviet Union, and the most pressing issues confronting the former Soviet states. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 304 (POL 304)

The Judicial Process (5-0-5). Analysis of the structure and functions of judicial systems emphasizing judicial organization, access to courts, judicial power, judicial decision-making, and roles of various judicial actors. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 305 (POL 305)

The American Presidency (5-0-5). A detailed study of the American presidency, considering its constitutional basis, selection process, contemporary roles, and relationships with other elements of the political system. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 310 (POL 310)

Ancient Political Thought (5-0-5). The foundation of political thought as expressed in the political philosophy of ancient thinkers. Various problems will be examined, such as the problem of justice, the organic conception of society, the role of the philosopher, the concept of citizenship, and the appeal to metaphysical truth. Emphasis will be on the political philosophy of Plato and Aristotle. Normally offered: Yearly. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 311 (POL 311)

Modern and Contemporary Political Thought (5-0-5). The development of political ideas from the sixteenth century to the

twentieth century. Various problems and issues will be examined, including social contract theories, the rise of democratic thought, problems of legitimacy, social and political conflict, and the nature of political ideologies, as reflected in the writings of key theorists. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 312 (POL 312)

American Political Thought (5-0-5). Through an analysis of the major contributions of American political thinkers and the relationship of their ideas to the institutional framework and socio-political forces in the U.S., this course explores the nature of enduring questions and concepts that have influenced the development of American political ideologies. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 401 (POL 401)

State Government (5-0-5). Acquaintance in some depth with the forms of organization, the functions, and the operation of state governments, with particular emphasis on the government and constitution of the state of Georgia. A satisfactory grade exempts the student from the requirement of passing an examination on the Constitution of Georgia. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Political Science 101 with a grade of "C."*

Political Science 402 (POL 402)

Urban Government and Politics (5-0-5). The origin, development, and growth of local government forms. General problems of county and city government. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 411 (POL 411)

Principles of Public Administration (5-0-5). General principles, problems, and practices of public administration emphasizing governmental process in the executive branch. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 412 (POL 412)

Governmental Organization and Administrative Theory (5-0-5). A systematic analysis of theories of organization, management, and administration. Special

attention will be given to the two major approaches to organizational structure—the formal Scientific Management School and the informal Human Relations School. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 420 (POL 420).

Political Science Methods (5-0-5). A study of the assumptions and statistical methods employed in the analysis of politics including analysis of variance, covariance, correlation, and regression. Emphasis upon comprehension of the assumptions and uses of the methods rather than statistical manipulations. Students will be introduced to computer manipulation of data. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisites: Political Science 202 or permission of instructor; Political Science 101 with a grade of "C" or better.*

Political Science 425 (POL 425)

Constitutional Law: Distribution of Power (5-0-5). The role of the Supreme Court as arbiter of separation of powers and federalism; interplay of political, social, and economic forces with the development of constitutional doctrine. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 426 (POL 426)

Constitutional Law: Civil Liberties (5-0-5). A study of the development of the constitutional protection of civil liberties in the U.S., emphasizing due process, criminal procedure, freedom of expression, religious freedom, and the nationalization of the Bill of Rights. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 431 (POL 431)

Governments of the Developing Nations (5-0-5). Emphasis is given to the concepts of political stability, conflict, revolution, nationalism, and economic development and modernization. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 432 (POL 432)

Government and Politics of China (5-0-5). A basic overview of the institutions and processes in the Chinese political system. A rather elaborate treatment of current events in China intended to provide the student with an up-to-date, accurate, and meaningful interpretation of Chinese Communist politics. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 450 (POL 450)

World Politics (5-0-5). A comprehensive study of the international political system, concentrating on the environmental factors, theories of international relations, the nation state and nationalism, international conflict, international cooperation, transnational institutions, balance of power and collective security, military strategy, the role of diplomacy, the dynamics of national foreign policy, the role of nuclear weapons in world politics, and other contemporary problems. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 451 (POL 451)

International Law and Organizations (5-0-5). A survey of the sources and types of international law; the law of peace; the law of conflict; the law of neutrality; the antecedents of the United Nations; the United Nations; The United Nations Specialized Agencies; regional organizations and international integration. May be taken for graduate credit within the prescribed limits and with the advisor's approval. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 490 (POL 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 495 (POL 495)

Political Science Selected Topics (5-0-5). Designed primarily for students who wish to pursue an in-depth study of a specialized area in Political Science. *Prerequisite: Permission of the department chairman; Political Science 101 with a grade of "C" or better.*

Political Science 496 (POL 496)

Undergraduate Internship (1-1-5). An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. *Prerequisite: Political Science 101 with a grade of "C" or better.*

Political Science 601 (POL 601)

State Government (5-0-5). A study of the forms of organization, the functions, and the operation of state government in the United States with particular emphasis on the government of the State of Georgia. Political inputs, decision making, policy outputs and outcomes, feedback, and the allocation of government resources at the state, county, and local level will be analyzed. *Prerequisite: Admission to graduate study or permission of the instructor.*

Political Science 602 (POL 602)

Urban Government and Politics (5-0-5). The origin, development, and growth of local government forms. General problems of county and city government. *Prerequisite: Admission to graduate study or permission of the instructor.*

Political Science 611 (POL 611)

Principles of Public Administration (5-0-5). Public administration with special emphasis on the major concepts involved in the science and art of carrying on government. *Prerequisite: Admission to graduate study or permission of the instructor.*

Political Science 612 (POL 612)

Governmental Organization and Administration Theory (5-0-5). A systematic analysis of theories of organization, management, and administration. Special attention will be given to the two major approaches to organizational structure--the formal Scientific Management School and the informal Human Relations School. *Prerequisite: Admission to graduate study or permission of the instructor.*

Political Science 620 (POL 620)

Political Science Methods (5-0-5). A study of the assumptions and statistical methods employed in the analysis of politics including analysis of variance, covariance, correlation, and regression. Emphasis upon comprehension of the assumptions and uses of the methods rather than statistical manipulations. Students will be introduced to computer manipulation of data. *Prerequisite: Admission to graduate study or permission of the instructor.*

Political Science 625 (POL 625)

Constitutional Law: Distribution of Power (5-0-5). The role of the Supreme Court as arbiter of separation of powers and federalism; interplay of political, social, and economic forces with the development of constitutional doctrine. *Prerequisite: Admission to graduate study or permission of the instructor.*

Political Science 626 (POL 626)

Constitutional Law: Civil Liberties (5-0-5). A study of the development of the constitutional protection of civil liberties in the U.S., emphasizing due process, criminal procedure, freedom of expression, religious freedom, and the nationalization of the Bill of Rights. *Prerequisite: Admission to graduate study or permission of the instructor.*

Political Science 631 (POL 631)

Governments of the Developing Nations (5-0-5). Emphasis is given to the concepts of political stability, conflict, revolution, nationalism, and economic development and modernization. *Prerequisite: Admission to graduate study or permission of the instructor.*

Political Science 632 (POL 632)

Government and Politics of China (5-0-5). A basic overview of the institutions and processes in the Chinese political system. A rather elaborate treatment of current events in China intended to provide the student with an up-to-date, accurate, and meaningful interpretation of Chinese Communist politics. *Prerequisite: Admission to graduate study or permission of the instructor.*

Political Science 650 (POL 650)

World Politics (5-0-5). The nature of international relations with emphasis on contemporary theories explaining the international behavior of states. *Prerequisite: Admission to graduate study or per-*

mission of the instructor.

Political Science 651 (POL 651)

International Law and Organizations (5-0-5). A survey of the sources and types of international law; the law of peace; the law of conflict; the law of neutrality; the antecedents of the United Nations; the United Nations; The United Nations Specialized Agencies; regional organizations, and international integration. *Prerequisite: Admission to graduate study or permission of the instructor.*

Political Science 695 (POL 695)

Selected Topics (5-0-5). Seminar in special subject areas related to the needs of students in graduate programs. *Prerequisites: Admission to graduate study and permission of instructor.*

Psychology 101 (PSY 101)

Principles of Psychology (5-0-5). An introductory survey of the field of psychology. Normally offered: Quarterly.

Psychology 195 (PSY 195)

Honors Seminar in Psychology (4-2-5). An in-depth study of selected psychological topics. Not applicable toward psychology major or minor, but may be used as an Area IV elective for majors. Normally offered: Spring. *Prerequisites: Psychology 101 with a grade of C; Invitation of Psychology Department.*

Psychology 245 (PSY 245)

Personal Adjustment (4-2-5). Conflicts, fears, anxieties, frustrations, stress, and other factors occurring in most life situations are studied. The purpose of the course is to promote self-exploration and personal growth and to prevent the occurrence of inadequate coping with life situations and mental disorders. Participation on the part of the student is emphasized. Not applicable toward psychology major or minor but may be used as an Area IV elective for majors. Normally offered: Quarterly.

Psychology 311 (PSY 311)

Child Psychology (4-2-5). The study of behavioral and maturational changes from conception through adolescence. Theories of development are presented with emphasis on applying concepts to life experiences. Laboratory experience is available to individual students at the discretion of the instructor. Normally offered: Quarterly.

Prerequisite: Psychology 101 with a grade of C.

Psychology 313 (PSY 313)

Psychology of Adult Development and Aging (4-2-5). A presentation of an analysis of behavioral development and changes occurring during the life span from young adulthood to old age. Experiences supplemental to those in the classroom will be gained in community settings. Normally offered: Spring. *Prerequisite: Psychology 101 with a grade of C.*

Psychology 320 (PSY 320)

Consumer Behavior (4-2-5). A survey of the shopping, purchasing, and consumption behaviors of individuals and groups as determined by marketing efforts, social influence, and self-initiated information search and decision making. Topics will include, but will not be limited to, models of consumer behavior, the diffusion of innovations, brand loyalty, lifestyle research, and economic and demographic influences. Normally offered: Fall. *Prerequisite: Psychology 101 with a grade of C.*

Psychology 322 (PSY 322)

General Experimental Psychology (3-4-5). Lectures, demonstrations, and laboratory experiences designed to assist the student in the comprehension and use of experimental methods, statistical analyses, and experimental literature. Normally offered: Winter, Summer. *Prerequisites: Psychology 101 with a grade of C; Psychology 351 or MAT 221 with a grade of C.*

Psychology 337 (PSY 337)

Abnormal Psychology (5-0-5). The study of various forms of maladaptive behavior and intellectual deficit with focus upon recognition of primary symptoms and proper disposition of cases. The course is especially relevant to persons in the associate of arts programs and to other non-psychology majors. Normally offered: Quarterly. *Prerequisite: Psychology 101 with a grade of C.*

Psychology 340 (PSY 340)

Health Psychology (4-2-5). A survey of the scientific and clinical study of behavior as it relates to wellness, disease, disease prevention, and rehabilitation. Normally offered: Summer. *Prerequisite: Psychology 101 with a grade of C.*

Psychology 351 (PSY 351)

Quantitative Methods (4-2-5). A study of the statistical methods most widely used in the analysis of psychological data, such as bi-variate and multi-variate correlation, regression analyses, curve fitting, chi square, analyses of variance. Consideration will be given to both parametric and non-parametric methods. Normally offered: Fall, Spring. *Prerequisite: Psychology 101 with a grade of C.*

Psychology 380 (PSY 380)

Drugs and Behavior (5-0-5). An introduction to psychopharmacology in its broadest sense. Following a review of the basic mechanisms of drug action, the course will examine the effects of a variety of drugs and drug categories on behavior. Major topics of discussion will include drug abuse, addiction, psychotherapeutic drugs and psychomimetic drugs. Normally offered: Summer. *Prerequisite: Psychology 101 with a grade of C.*

Psychology 405 (PSY 405)

History and Systems of Psychology (5-0-5). The scientific and philosophic antecedents and trends influencing the progress of psychology and the development of its principal theoretical schools. Emphasis will be placed upon understanding current trends from a historical perspective. Normally offered: Fall. *Prerequisite: Psychology 101; Psychology 351 and 322, each with a grade of C or better.*

Psychology 442 (PSY 442)

Psychological Tests and Measurement (4-2-5). Construction and characteristics of tests and measurement scales; survey of individual and group tests in psychological, educational, and clinical settings. Normally offered: Summer. *Prerequisites: Psychology 101; Psychology 351 and 322, each with a grade of C or better.*

Psychology 444 (PSY 444)

Industrial-Organizational Psychology (4-2-5). A survey of psychology as applied to work in industrial and organizational settings. Special topics will include personnel selection, training, and evaluation, human factors in performance, environmental influences, goal setting and job design, work motivation, job satisfaction, leadership, and organizational structure and change. Normally offered: Winter. *Prerequisite: Psychology 101; Psychology 351 and 322, each with a grade of C or better.*

Psychology 445 (PSY 445)

Clinical Psychology (5-0-5). A critical examination of various forms of intervention with disturbed individuals. Students will study models of pathology, make diagnoses from biographical and test materials, and observe taped diagnostic and psychotherapeutic sessions. Emphasis is placed on comparison of major models in the practice of psychology and medicine. Normally offered: Spring. *Prerequisites:* Psychology 101; Psychology 351 and 322, each with a grade of C or better.

Psychology 462 (PSY 462)

Principles and Theories of Learning (4-2-5). An examination of the principles and theories of learning with emphasis upon human learning, memory, and cognition. Normally offered: Winter. *Prerequisite:* Psychology 101; Psychology 351 and 322, each with a grade of C or better.

Psychology 473 (PSY 473)

Social Psychology (4-2-5). A survey of social influences on individual and group behavior. Special topics will include attitude formation change, social perception and attribution processes, interpersonal attraction, aggression, altruism, social influences, and group dynamics. Normally offered: Spring. *Prerequisites:* Psychology 101; Psychology 351 and 322, each with a grade of C or better.

Psychology 475 (PSY 475)

Theories of Personality (5-0-5). The biological and psychological foundations of personality will be studied. Emphasis will be placed on the integrated aspects of personality. Normally offered: Winter. *Prerequisite:* Psychology 101; Psychology 351 and 322, each with a grade of C or better.

Psychology 480 (PSY 480)

Physiological Psychology (4-2-5). An examination of the biological and chemical correlates of learning, memory, sensation, perception, emotion, motivation, thinking, and personality. Normally offered: Fall. *Prerequisite:* Psychology 101; Psychology 351 and 322, each with a grade of C or better.

Psychology 485 (PSY 485)

Comparative Psychology (5-0-5). The development of anatomical structures, environmental factors, and behavior of species throughout the phyletic scale.

Emphasis is on inter-species comparison and the understanding of human behavior in terms of its evolutionary antecedents. Normally offered: Spring. *Prerequisite:* Psychology 101; Psychology 351 and 322, each with a grade of C or better.

Psychology 490 (PSY 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic. Normally offered: Spring. *Prerequisite:* Psychology 101; Psychology 351 and 322, each with a grade of C or better.

Psychology 495 (PSY 495)

Selected Topics (Variable). The intensive study, usually on an individual and independent basis, of a selected psychological area such as motivation, perception, or human engineering. Normally offered: Quarterly. *Prerequisites:* Psychology 101; Psychology 351 and 322, each with a grade of C or better.

Psychology 496 (PSY 496)

Undergraduate Internship (Variable). A service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. Normally offered: Quarterly. *Prerequisites:* Psychology 101; Psychology 351 and 322, each with a grade of C or better.

Psychology 499 (PSY 499)

Undergraduate Research (Variable). Individual and independent investigation performed by the student on a topic of his or her choice. Normally offered: Quarterly. *Prerequisites:* Psychology 101; Psychology 351 and 322, each with a grade of C or better.

Psychology 601 (PSY 601)

Proseminar I (1-1-1). Qualification in general psychology. This is a required course in the graduate psychology program.

Psychology 602 (PSY 602)

Proseminar II (1-1-1). Ethics pertinent to the practice of professional psychology. This is a required course in the graduate program in psychology.

Psychology 603 (PSY 603)

Proseminar III (1-1-1). Contemporary issues in psychology. This is a required course in the graduate program in psychology.

Psychology 605 (PSY 605)

History and Systems of Psychology (5-0-5). Analysis and integration of psychological theory and researching in the perspective of history and twentieth century systems.

Psychology 612 (PSY 612)

Developmental Psychology (5-0-5). A study of the biological, cognitive, psycho-social and ecological changes in development. The evolution of developmental theory is examined, with emphasis on current research.

Psychology 615 (PSY 615)

Psychological Assessment I (4-2-5). Review of measurement theory and supervised practice in the administration and interpretation of individual psychological tests, with an emphasis on tests of intellectual functioning, and on report writing.

Psychology 616 (PSY 616)

Psychological Assessment II (3-4-5). Administration and interpretation of psychological tests with an emphasis on individual and group personality tests; additional concentration on psychological report writing and the selection of test batteries. *Prerequisites:* PSY 615 and PSY 637 with a grade of C or better in each.

Psychology 623 (PSY 623)

Conditioning and Learning (4-2-5). Methods and concepts of conditioning and learning with animal and human subjects. *Prerequisite:* Undergraduate course in experimental psychology or learning, with a grade of C or better.

Psychology 624 (PSY 624)

Personality (5-0-5). Emphasis on experimental and psychometric approaches to individual differences, situational effects on behavior, conflict, frustration, anxiety, stress, aggression, defense, emotion, and locus of control.

Psychology 625 (PSY 625)

Biopsychology (4-2-5). Consideration of the biological bases of behavior, including learning, memory, emotion, sensation and perception. Some emphasis is placed on understanding pathology from biochemical and neuro-psychological perspectives. *Prerequisite:* Undergraduate course in physiological psychology or its equivalent, with a grade of C or better.

Psychology 630 (PSY 630)

Behavior Therapy (3-4-5). An examination of theoretical and technical issues in behavior therapy. Field practice will supplement classroom discussion.

Psychology 637 (PSY 637)

Behavior Pathology (4-2-5). The study of maladaptive behavior, including current taxonomic systems with emphasis on theoretical and research dimensions associated with behavior pathologies. *Prerequisite:* Undergraduate behavior pathology or abnormal psychology course, with a grade of C or better.

Psychology 644 (PSY 644)

Industrial-Organizational Psychology (4-2-5). An in-depth survey of psychology as applied to work in industrial and organizational settings. Special topics will include personnel selection, training and evaluation, human factors in performance, environmental influences, goal setting and job design, work motivation, job satisfaction, leadership, and organizational structure and change.

Psychology 651 (PSY 651)

Experimental Design (4-2-5). Theory and application of experimental design in psychological research, including study of design strategies in relation to statistical procedures, particularly analysis of variance and multivariate analysis. Other topics include instrumentation, research ethics, and guidelines for writing articles for publication. *Prerequisite:* Undergraduate statistics course, with a grade of C or better.

Psychology 662 (PSY 662)

Marriage and Couples Therapy (5-0-5). An introduction to the premier psychological theories underlying therapeutic work with couples. Various theoretical perspectives and their subsequent clinical application will be explored, including psychoanalytic, experiential, behavioral, and family sys-

tems approaches. The course also addresses special topics frequently encountered when working with couples, including love and intimacy, divorce, cross-cultural marriages, gender issues, marital violence, alternative lifestyles, sexuality and sex therapy, extramarital affairs, religious differences, and parenting styles. Finally, ethical considerations specific to working with couples are explored and examined. *Prerequisite:* Regular or Provisional Graduate Status.

Psychology 665 (PSY 665)

Counseling/Clinical Psychology (3-4-5). A critical examination and comparison of therapeutic models as applied to behavior disorders and problems of daily living. Practical training in interviewing and therapy is provided by means of supervised practice and videotape recordings. *Prerequisite:* PSY 637 with a grade of C or better.

Psychology 668 (PSY 668)

Behavior Modification in the Classroom (4-2-5). The application of behavior modification principles to the practical concerns of the professional educator. Not recommended for graduate students majoring in psychology.

Psychology 673 (PSY 673)

Social Psychology (4-2-5). An in-depth survey of social influences on individual and group behavior. Special topics will include attitude formation and change, social perception and attribution processes, interpersonal attraction, aggression, altruism, social influence, and group dynamics.

Psychology 690 (PSY 690)

Seminar in Group Process (3-4-5). Small group interactions are used to explore feelings, attitudes, and interpersonal impact upon others. Techniques of group facilitation and personal exploration are emphasized.

Psychology 695 (PSY 695)

Selected Topics (Variable). Supervised study, non-thesis research, or seminars on problems chosen to utilize the expertise of the staff and consultants to meet the need and interests of students. *Prerequisite:* Permission of the instructor.

Psychology 696 (PSY 696)

Internship—Applied (Variable). Individually supervised clinical/counseling fieldwork in an applied psychology setting relevant to

the student's professional goals. *Prerequisite:* Approval of Director of Graduate Studies, or Director of Clinical Training, or Chair of Student's Committee.

Psychology 697 (PSY 697)

Internship—Teaching (Variable 1-15). Individually supervised fieldwork in a teaching or educational setting relevant to the student's professional goals. *Prerequisite:* Approval of director of graduate studies, or director of clinical training, or chair of student's committee.

Psychology 698 (PSY 698)

Internship—Research (Variable 1-15). Individually supervised fieldwork of a research nature relevant to the student's professional goals. *Prerequisite:* Approval of director of graduate studies, or director of clinical training, or chair of student's committee.

Psychology 699 (PSY 699)

Research and Thesis (Variable). *Prerequisite:* Approval of Academic Advisory Committee.

Reading 098 (RDG 098)

Developmental Reading I (3-2-5). A basic reading course designed to meet the needs of students entering college with a deficiency in reading. Emphasis is on reading skills that are basic to improving reading comprehension. Credit for this course is not applicable to degree programs and is not transferable to other institutions.

Reading (RDG 099)

Developmental Reading II (4-1-5). A diagnostic and individualized reading course designed for those students who have inadequate reading and study skills to enter regular college courses. Emphasis is on vocabulary development and literal and critical reading skills. Credit for this course is not applicable to degree programs and is not transferable to other institutions.

Science 595 (SCI 595)

Selected Topics (Variable). To provide a vehicle whereby selected topics of interest may be offered to post-baccalaureate students. May be taught as an integrated course within the Departments of Chemistry and Physics and Biology to satisfy special needs for scientific background in master's programs. Quarter when offered: To be arranged. *Prerequisite:* Permission of the Chairman of the Department of Chemistry and Physics, or Biology.

Social Work 111 (SWK 111)

Introduction to Social Work (5-0-5). An introduction to the discipline and profession of social work: place in society, knowledge, skills and values bases, traditional methods of intervention (individual, group, family and community). System analysis provides the theoretical and practical framework for exploring these areas. Normally offered: Quarterly.

Social Work 234 (SWK 234)

Introduction to Social Welfare (5-0-5). An examination of contemporary human needs, program and policies as expressions of current social values and benefits. Some assessment of program effectiveness and social implications of the welfare society. Normally offered: Alternate springs. No prerequisite.

Social Work 322 (SWK 322)

Agencies and Services (5-0-5). Concerned with human service agencies and organizations: staff, clients, structure, delivery of services, administration. A strong emphasis is given to developing knowledge of agencies and resources.

Social Work 346 (SWK 346)

Methods of Social Work (5-0-5). The problem-solving process as used in working with individuals, groups, and communities is emphasized as is the development of interviewing, counseling and reporting skills and techniques. Prerequisite for undergraduate field placement in social work. Normally offered: Spring. Prerequisite: *Social Work 111 or Social Work 234*.

Social Work 358 (SWK 358)

Field Placement (5-0-5). Field placement involves the assignment of students to a human service organization/agency for a quarter. A minimum of ten hours a week is spent under the supervision of experienced agency workers. Course also involves weekly assignments, log keeping, and regular meetings with academic supervisor. Prerequisite: *Social Work 346*.

Social Work 421 (SWK 421)

Gerontology (5-0-5). An advanced and applied course which deals with the interaction between the social, physical, psychological, and programmatic aspects of aging. Emphasis is on programs, services, legislation, and advocacy efforts which address the needs and concerns of older Americans and their family members.

Prerequisite: Social Work 111 or Social Work 234 or permission of instructor.

Social Work 490 (SWK 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

Social Work 495 (SWK 495)

Selected Topics (5-0-5). A variable content course which allows social work students the opportunity to enroll in specifically titled courses offered from time to time. These courses will be centered around topics not offered in the regular social work curriculum. Courses are designed to enrich the students' knowledge of social work areas of concern and practice.

Social Work 496 (SWK 496)

Undergraduate Internship (0/10-30/5-15). An internship is a service-learning experience based in a human service organization (public/private), emphasizing the completion of a specific task and/or project and the acquisition of specific knowledge and skills acquired under the supervision of academic social work supervisor and the cooperating organization.

Sociology 101 (SOC 101)

Introduction to Sociology (5-0-5). Prerequisite for all 300 and 400 sociology courses. Introduces students to the major concepts, methods, theories, and findings of sociology--the study of human interaction in groups and organizations as well as the nature of our society and its major social institutions. Normally offered: Quarterly.

Sociology 202 (SOC 202)

Social Problems Analysis (5-0-5). An analytical and critical approach to the study of contemporary social problems. Normally offered: Quarterly.

Sociology 221 (SOC 221)

Introduction to Marriage and the Family (5-0-5). Emphasizes an applied approach to the study of dating, courtship, mate selection, engagement, marital adjustment, and

family relationships, primarily in contemporary American society. Some attention is given to such concepts as love, the marriage contract, interpersonal communication skills, and conflict management. This course is not applicable to the sociology major or minor.

Sociology 303 (SOC 303)

Sociology of the Family (5-0-5). Overview of sociological perspectives on the family as a microcosm of society. Examines theory and research on current state of the family, family dynamics, alternative family forms, the future of the family, and the relationship between the family and other social institutions. *Prerequisite:* Sociology 101.

Sociology 320 (SOC 320)

Sociology of Aging (5-0-5). Designed to foster a better understanding of the elderly as members of society and the social institutions which impact on their lives and which the aging help to shape and influence. Covers theoretical perspectives on aging, the individual and the social system, adjustment patterns and changing lifestyles in old age, societal issues confronting older Americans and current prospects and issues. *Prerequisite:* Sociology 101.

Sociology 330 (SOC 330)

Social Deviance (5-0-5). Covers theoretical and empirical issues in the understanding and designation of deviant behavior; addresses the analysis of the social causes and consequences of deviance, conformity, and societal reactions. *Prerequisites:* Sociology 101 and Sociology 202.

Sociology 340 (SOC 340)

Social Stratification (5-0-5). An introduction to social stratification with a primary focus on the American class system. Covers some historical-comparative material and addresses other dimensions of inequality such as race, ethnicity, gender, and age as they intersect with social class. *Prerequisite:* Sociology 101.

Sociology 350 (SOC 350)

Sociology of Organizations (5-0-5). Sociological analysis of micro and macro structures and processes of formal/complex organizations. Emphasis will be placed on the diversity of theory and research in the area of complex organizations; the internal functioning and structure of organizations; and the external and macro processes which influence the structure and dynam-

ics of complex organizations. *Prerequisite:* Sociology 101.

Sociology 360 (SOC 360)

World Population and Development (5-0-5). Basic introduction to theory and dynamics of such demographic processes as fertility, mortality, migration and immigration, population composition, and density. Examination of these characteristics on issues of growth and environmental problems, social behaviors illustrated in contemporary social problems, political processes, economic development, and world food supply. *Prerequisite:* Sociology 101.

Sociology 373 (SOC 373)

Social Psychology (5-0-5). Examines the forms of interaction that relate people to each other in everyday life and the consequences for individuals of their social experiences. Theoretical models applied and evaluated for their explanatory power in illuminating such issues as socialization into roles, attitude formation, development of self-concept, intergroup processes, and conflict resolution. *Prerequisite:* Sociology 101.

Sociology 380 (SOC 380)

Sociological Theory (5-0-5). Critical examination of the modern grounding of sociological theory based on the works of such classical theorists as Durkheim, Marx, Weber, Simmel; the emergence of contemporary theoretical paradigms such as structural-functionalism, conflict theory, symbolic interactionism; analysis of structure and strategies for applying a selection of theoretical perspectives; and the assessment of major controversies surrounding social theory. *Prerequisites:* Sociology 101 and Sociology 202.

Sociology 381 (SOC 381)

Methods in Social Research, I (5-0-5). An introduction to the scientific method in social research; logic of scientific inquiry; relationship between theory and logic of scientific inquiry; logic of sampling; modes of observation (experiments, survey research, field research, evaluation research); and ethics in social research. Normally offered: Winter. *Prerequisite:* MAT 221.

Sociology 382 (SOC 382)

Methods in Social Research, II (5-0-5). An introduction to the analysis of social data, including the quantification of data for computer application, use of statistical

software packages for analyzing data (SPSS/PC + micro and SPSSX mainframe); logic of statistical inference; statistical techniques for analyzing data, including univariate, bivariate, and multivariate social statistics; and reporting of research findings. Normally offered: Spring. *Prerequisites:* MIS 210 or CSC 205 and Sociology 381.

Sociology 421 (SOC 421)

Gerontology (5-0-5). An advanced and applied course which deals with the interaction between the social, physical, psychological, and programmatic aspects of aging. Emphasis is on programs, services, legislation, and advocacy efforts which address the needs and concerns of older Americans and their family members. *Prerequisite:* Sociology 101.

Sociology 431 (SOC 431)

Criminology (5-0-5). The study of criminal behavior and its treatment. The development of criminal behavior and societal reaction in contemporary society are addressed in terms of major social theories of crime and its causation. The treatment and rehabilitation of the offender by probation, imprisonment, and parole are addressed in terms of philosophy and policy. *Prerequisite:* Sociology 101 or CJ 103.

Sociology 432 (SOC 432)

Juvenile Delinquency (5-0-5). A survey of the philosophy, theory, and history of juvenile delinquency, including its causes, preventions, and treatments from sociological perspectives. The history of youth and the family are used to provide the foundations of contemporary juvenile law and juvenile justice whose problems are addressed as policy issues. *Prerequisite:* Sociology 101 or Criminal Justice 103.

Sociology 441 (SOC 441)

Racial and Ethnic Minority Groups in the U.S. (5-0-5). Comparative study of selected racial and ethnic groups in historical and contemporary United States society with emphasis on African Americans, Chicanos, and Native Americans. A survey of the major American institutions and related inequalities associated with each and the major minority-majority theories proposed to understand and explain inter-group interaction and inequality. *Prerequisite:* Sociology 101.

Sociology 451 (SOC 451)

Sociology of Work and Occupations (5-0-5). An analysis of the social dimensions of work; the labor process; occupations and professions; the social meaning and organization of work; and the relationships between the structuring of work, social mobility, and social stratification. *Prerequisite:* Sociology 101.

Sociology 461 (SOC 461)

Urban Sociology (5-0-5). A survey of the development of the city as a social phenomenon in the modern world. Special attention will be given to urban ecology, urban social stratification, social participation in the city, urban social organization, urban social problems and issues (housing, social deviance and social control, minority groups), urban policy and planning, and world urbanization. *Prerequisite:* Sociology 101 or 202.

Sociology 490 (SOC 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions participate in class discussions, and prepare a student project relevant to the quarter's topic.

Sociology 495 (SOC 495)

Selected Topics (5-0-5). A variable content course which allows students the opportunity to enroll in specifically titled courses offered from time to time. These courses center around topics not offered in the regular sociology curriculum. *Prerequisites:* Junior or senior standing; 20 hours of advanced sociology and permission of the instructor.

Sociology 496 (SOC 496)

Undergraduate Internship (0/10-30/5-15). A service-learning experience based on an organization (public or private), emphasizing the completion of a specific task or project and the acquisition of specified knowledge and skills under the supervision of an academic advisor and the cooperating institution or agency. Quarter when offered: To be arranged.

Sociology 499 (SOC 499)

Undergraduate Research (Variable). Students desiring to do independent research on a topic of their choice selected in consultation with an instructor, must obtain the permission of the instructor who will supervise the research and submit a proposal for the research project prior to enrolling in the course. Quarter when offered: To be arranged. *Prerequisites: Junior or senior standing; 20 hours of advanced sociology.*

Sociology 601 (SOC 601)

Social Change (5-0-5). Factors and processes of social change; technological and institutional change; value systems; social movements; symbolic communication; innovation and inertia; the problem of social progress.

Sociology 602 (SOC 602)

Group Dynamics (5-0-5). Process of social groups; group leadership effectiveness, goals; group communication and control.

Sociology 604 (SOC 604)

Advanced Social Problems (5-0-5). A consideration in depth of selected social issues and problems. Emphasis will be placed upon etiology, context, remedial measures and implications.

Sociology 610 (SOC 610)

Comparative Family Analysis (5-0-5). An institutional analysis of the family as social subsystem, including premarital behavior patterns, mate selection, marital interaction, and family disorganization. Special emphasis is placed on theories pertaining to the structure, function, and change of family forms, empirical data from current and past research projects; and cross-cultural comparisons of selected family systems.

Sociology 635 (SOC 635)

Sociology of Organizations (5-0-5). Sociological analysis of the structure, process, and function of formal/complex organizations in contemporary United States. Attention to internal organizational goals, values, operations, control mechanisms and other organizational factors. Attention to external and macro processes that influence organizational operations.

Sociology 641 (SOC 641)

Racial and Ethnic Minority Groups (5-0-5). Comparative study of selected racial and ethnic groups in contemporary United

States society. Exploration of majority-minority interaction, prejudice and discrimination, racism, and selected social problems.

Spanish 111 (SP 111)

Elementary Spanish (5-1-5). Fundamentals of listening, speaking, reading, and writing Spanish. Normally offered: Fall.

Spanish 112 (SP 112)

Elementary Spanish II (5-1-5). Continuation of Spanish 111. Normally offered: Winter. *Prerequisite: Spanish 111 or equivalent.*

Spanish 201 (SP 201)

Intermediate Spanish I (5-1-5). Review of Spanish grammar; reading and translation of various types of Spanish literature. Emphasis on oral expression and aural comprehension. Normally offered: Spring. *Prerequisite: Spanish 111-112 or two units of high school Spanish.*

Spanish 202 (SP 202)

Intermediate Spanish II (5-0-5). A continuation of Spanish 201. Normally offered: Fall. *Prerequisite: Spanish 201 or equivalent.*

Spanish 295 (SP 295)

Travel/Study Program (3). Students are escorted to a Spanish-speaking area by an experienced, bilingual guide. Pre-trip lectures, slide presentations, and bibliography are included. A short term paper and a daily journal are required.

Spanish 311 (SP 311)

Conversational Spanish (5-0-5). A course designed to promote the student's ability to express himself or herself correctly in spoken and written Spanish; emphasis on conversation, oral expression, interactive activities. *Prerequisite: Spanish 202 or equivalent.*

Spanish 312 (SP 312)

Spanish Composition (5-0-5). A course designed to promote the student's ability to express himself or herself correctly in written Spanish and become acquainted with different styles. Emphasis on vocabulary building, advanced grammar. Some expository writing, letter writing, creative writing. *Prerequisite: Spanish 202 or equivalent.*

Spanish 316 (SP 316)

Spanish American Culture I (5-0-5). A study of Spanish American culture and civiliza-

tion with attention given to history, geography, customs, art and music. From the beginnings to 1821. *Prerequisite: Spanish 202 or equivalent.*

Spanish 317 (SP 317)

Spanish American Culture II (5-0-5). A study of Spanish American culture and civilization with attention given to history, geography, customs, art and music. From 1821 to the present. *Prerequisite: Spanish 202 or equivalent.*

Spanish 318 (SP 318)

Spanish Culture (5-0-5). A study of Spanish culture and civilizations with attention given to history, geography, customs, art and music. Emphasis on contributions of Spain to world civilization. *Prerequisite: Spanish 202 or equivalent.*

Spanish 320 (SP 320)

Survey of Spanish Literature I (5-0-5). A survey of Spanish literature from the Middle Ages through the Golden Age. *Prerequisite: Spanish 202*

Spanish 321 (SP 321)

Survey of Spanish Literature II (5-0-5). A survey of Spanish literature from the 18th century through the present. *Prerequisite: Spanish 202*

Spanish 322 (SP 322)

Survey of Spanish American Literature I (5-0-5). A survey of Spanish American literature from the beginnings to 1821. *Prerequisite: Spanish 202*

Spanish 323 (SP 323)

Survey of Spanish American Literature II (5-0-5). A survey of Spanish American literature from 1821 to the present. *Prerequisite: Spanish 202*

Spanish 325 (SP 325)

Spanish Phonetics (5-0-5). Study of Spanish phonetics. *Prerequisite: Spanish 202*

Spanish 461 (SP 461)

Methods and Materials for Teaching Foreign Language in the Elementary School (5-0-5). Methods and materials for listening, speaking, reading, writing, and culture activities appropriate for elementary and middle school learners. First and second language acquisition theories, a review of foreign language teaching methods, testing procedures and teacher preparation and evaluation.

Spanish 462 (SP 462)

Methods and Materials for Teaching Foreign Language in the Secondary School (5-0-5). Methods and materials appropriate for teaching and testing foreign language listening, speaking, reading, writing, and culture activities appropriate for secondary school learners. Includes familiarization with objectives of the Georgia Teacher Certification Test.

Spanish 490 (SP 490)

Cullum Lecture Series (V, 1-5). A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions participate in class discussions, and prepare a student project relevant to the quarter's topic.

Spanish 494 (SP 494)

Travel/Study Program (3). Students are escorted to a Spanish-speaking area by an experienced, bilingual guide. Pre-trip lectures, slide presentations, and bibliography are included. Requirements include writing a term paper, keeping a daily journal, and attending movies or plays in Spanish. *Prerequisite: Spanish 111 or equivalent.*

Spanish 495 (SP 495)

Selected Topics (V, 1-5). A variable-content course, intended to meet the interest of students minoring or majoring in Spanish and desiring to make an intensive study of some special area of Spanish language or literature. May be repeated for credit. Quarter when offered: To be arranged. *Prerequisites: Spanish 202 or equivalent.*

Spanish Study Abroad

(V, 1-15). See course numbers under Study Abroad. For an explanation of the program, see "Study Abroad" in the "Introduction to Augusta College" section of this catalog. The study of Spanish language and culture in a native environment. Designed specifically for students participating in the University System of Georgia Study Abroad Program. Quarter when offered: To be arranged.

Study Abroad (SAB)

The following course numbers are used to record participation in study-abroad pro-

grams sponsored through the Regents' Global Center. A short descriptive title will be assigned to show the field of study. Academic credit for the courses will be provided through Augusta College or another University System institution. For a description of the program, see the "Introduction to Augusta College" section of this catalog. Please consult with Department of Languages and Literature for information on programs currently available.

SAB 295, Study Abroad (V, 1-15). Introductory language and/or civilization abroad. Designed primarily for freshmen and sophomores, or those at the initial stages of a foreign language. An internship may be a component of the course. Credit varies up to 15 quarter credit hours per term.

SAB 396, Study Abroad (V, 1-15). Intermediate level of study of language, civilization, business, or science abroad. Designed primarily for juniors and seniors, or those placing at this level. An internship may be a component of the course. Credit varies up to 15 quarter credit hours per term.

SAB 497, Study Abroad (V, 1-15). Advanced study of language civilization, business, or science abroad. Designed primarily for students placing at this level, including postgraduate or graduate students not concentrating in the discipline for which they seek credit. An internship may be a component of the course. Credit varies up to 15 quarter credit hours per term.

DIRECTORY OF AUGUSTA COLLEGE PERSONNEL

BOARD OF REGENTS

The Board of Regents,
University System of
Georgia: 244 Washington
Street S.W. Atlanta,
Georgia 30334

John H. Anderson, Jr.,
Hawkinsville, State-at-
Large.

Joel H. Cowan, Atlanta,
State-at-Large.

Elsion, Suzanne G., State-at-
Large.

Donald M. Leebern, Jr.,
Atlanta, State-at-Large.

Barry Phillips, Atlanta,
State-at-Large.

S. William Clark, Jr.,
Waycross, First District.

Elsie P. Hand, Pelham,
Second District.

William B. Turner, Colum-
bus, Third District.

Virgil R. Williams, Baranco,
Stone Mountain, Fourth
District.

Eldridge W. McMillan, Atlan-
ta, Fifth District.

W. Lamar Cousins, M.D.,
Marietta, Sixth District.

Edgar L. Rhodes, Bremen,
Seventh District.

John Howard Clark, Moul-
trie, Eighth District

James E. Brown, Dalton,
Ninth District.

Thomas F. Allgood, Sr., Jr.,
Augusta, Tenth District.

Juanita Powell Baranco,
Decatur, Eleventh District.

Officers and Staff Members
of the Board of Regents

John H. Anderson, Jr.,
Chairman (Officer of the
Board).

Barry Phillips, Vice Chair-
man (Officer of the
Board).

Harry S. Downs, Acting
Chancellor (Officer of the
Board).

Arthur Dunning, Acting

Executive Vice Chancellor
(Officer of the Board).

Henry G. Neal, Executive
Secretary.

James E. Cofer, Vice Chan-
cellor—Fiscal Affairs and
Treasurer (Officer of the
Board).

Douglas H. Rewerts, Vice
Chancellor—Facilities.

Tom Daniel, Vice Chancel-
lor—External Affairs,
Interim Vice Chancel-
lor—Services and Minori-
ty Affairs.

Haskin R. Pounds Vice
Chancellor—Research
and Planning.

James B. Mathews Vice
Chancellor—Information
Technology.

T. Don Davis Assistant Vice
Chancellor—Fiscal Af-
fairs/Personnel.

Ernest Murphey Assistant
Vice Chancellor—Fiscal
Affairs—Accounting
Systems and Procedures.
Vice Chancellor—Acade-
mic Affairs.

David M. Morgan Assistant
Vice Chancellor—
Academic Affairs

Joseph H. Silver Assistant
Vice Chancellor—
Academic Affairs

Mary Ann Hickman Assis-
tant Vice Chancellor—
Affirmative Action

Thomas E. Mann Assistant
Vice Chancellor—Facili-
ties

L. Gillis MacKinnin III
Assistant Vice Chancel-
lor—Facilities

Cathie Mayes Hudson
Assistant Vice Chancellor
—Planning.

Roger Mosshart Assistant
Vice Chancellor—Fiscal
Affairs/Budgets.

Joseph J. Szutz Assistant
Vice Chancellor—Re-
search.

AUGUSTA COLLEGE SENIOR OFFICERS

Bloodworth, William A., Jr.
President.

Bill E. Bompart Vice Presi-
dent for Academic Affairs.

Joseph F. Mele, Vice Presi-
dent for Business and
Finance.

Fred Barnabei, Vice Presi-
dent for Student Affairs
and Dean of Students.

Helen Hendee Acting Vice
President of the Augusta
College Foundation and
Acting Executive Director
of Development and
College Relations.

Elizabeth B. House, Dean
of the School of Arts and
Sciences.

Martha K. Farmer, Dean of
the School of Business
Administration.

Paulette Harris, Acting
Dean of the School of
Education.

AUGUSTA COLLEGE FOUNDATION BOARD OF TRUSTEES

James Benjamin Allen.
Richard W. Allen.

John L. Barnes, Jr.

J. Richard Blanchard.

Russell A. Blanchard (Emeri-
tus).

William A. Bloodworth, Jr.
W. Marshall Brown.

David L. Burton.

Helen M. Callahan.

Mark V. Capers.

T. Richard Daniel.

Warren A. Daniel.

Roger M. Denning.

Frank S. Dennis, Jr.

Charles A. Devaney.

Douglas R. Duncan, Jr.

Martha K. Farmer.

John B. Frank.

W. Arthur Greene, Jr.

John C. Hagler, III (Emeri-
tus).

Helen Hendee.
 David J. Hogg.
 James L. Kendrick.
 William B. Kuhlke, Jr.
 Maryanne Larkin (Emerita).
 John W. Lee.
 E. J. Maddocks.
 Brian J. Marks.
 Pierce Merry, Jr.
 William S. Morris, III.
 Dorroh L. Nowell, Jr.
 H. M. Osteen, Jr.
 J. Carlisle Overstreet.
 Katherine R. Pamplin.
 Bernard Silverstein.
 Paul S. Simon.
 H. Grady Smith III.
 John W. Trulock, Jr.,
 Chairman
 Charles D. Walker
 Hon. Charles W. Walker
 Jack K. Widener, Jr.

Ex Officio: The President of
 the College, the Executive
 Director of Development,
 and the President of the
 Augusta College Alumni
 Association.

AUGUSTA COLLEGE ALUMNI ASSOCIATION OFFICERS

Douglas R. Duncan, Jr., '85
 President.
 Alice M. Shuford (Lisa), '82
 Secretary.
 Benjamin A. Jackson, '80
 Treasurer.
 Philip R. Wahl, '87, Vice
 President for Athletics.
 Frances C. Cutting, '78,
 Vice President for
 Awards.
 Berto H. Boudet (Bert), '87,
 Vice President for College
 Relations.
 Anita C. Wylds, '73, Vice
 President for Develop-
 ment.
 Carolyn W. Witt, '81, Vice
 President for Membership.
 Herbert W. Dew, III, '85
 Vice President for Social.

FACULTY

Alexander, D. L., Assistant
 Director of Physical Plant.
 A.A., Kilgore College.
Alexander, Stacy, Director
 of Food Services. A.A.,
 Kilgore College; B.S.,
 Conrad Hilton College for
 Hotel/Restaurant Man-
 agement at the University
 of Houston.
Atkins, Adelheid M., Pro-
 fessor of English, Depart-
 ment of Languages and
 Literature. B.A., Augusta
 College; Ph.D., University
 of South Carolina.
Aubrey, Karen L., Assistant
 Professor of English,
 Department of Languages
 and Literature; B.S.E.,
 M.A., University of Cen-
 tral Arkansas; Ph.D.,
 University of Southern
 Mississippi.
Baker, Charles G., Jr., Assis-
 tant Professor of Military
 Science. B.A., North
 Georgia College.
Banister, Linda L., Assistant
 Professor of Music. B.S.,
 Valley City State College;
 M.M., University of Mis-
 souri at Columbia; D.M.,
 The Florida State Univers-
 ity in Tallahassee.
Barnabel, Fred, Professor of
 Education and Vice Presi-
 dent for Student Affairs.
 A.B., John Carroll Uni-
 versity; M.S., Ed.D.,
 University of Tennessee,
 Knoxville.
Benedict, J. Michelle, Assis-
 tant Professor of Mathe-
 matics and Computer
 Science. B.S., Lambuth
 College; M.S., Georgia
 Institute of Technology
Benedict, James M., Asso-
 ciate Professor of Mathe-
 matics and Computer
 Science. B.S., M.A.,
 Central Michigan Univers-
 ity; Ph.D., Western
 Michigan University.
Betsch, Sondra J., Associate
 Professor of Sociology.
 B.A., M.A., Ohio Univers-

ity; Ph.D., University of
 California at Berkeley.
Bickert, James H., Associate
 Professor of Biology. B.S.,
 M.S., University of
 Dayton; Ph.D., University
 of Tennessee.
Billue, Joyce S., Professor of
 Nursing, Chair of the
 Department of Nursing.
 Diploma, Grady Memorial
 Hospital School of
 Nursing; B.S.N., M.S.N.,
 Medical College of
 Georgia School of Nurs-
 ing; Ed.D., University of
 Georgia.
Birdseye, Meg, Assistant
 Professor of Management.
 B.S., Virginia Polytechnic
 Institute; M.B.A., Mount
 Saint Mary's College;
 Ph.D., University of
 Alabama.
Black, Diane R., Instructor
 of Library Science and
 Assistant Librarian. B.S.,
 Augusta College; M.L.I.S.,
 University of South Caro-
 lina.
Black, John B., Professor of
 Biology. A.B., Mercer
 University; Ph.D., Medi-
 cal College of Georgia.
Blackwell, Barbara, Asso-
 ciate Professor of Educa-
 tion. B.S., Howard Uni-
 versity; M.A., Ph.D.,
 University of Connecticut.
**Blanchard, Mary-Kathleen
 G.**, Associate Professor of
 French, Department of
 Languages and Literature.
 B.A., Western Michigan
 University; M.A., Middle-
 bury College; Ph.D., Uni-
 versity of North Carolina,
 Chapel Hill.
Bloedau, Linda J., Temp-
 orary Instructor of Psychol-
 ogy. B.S., M.S., Augusta
 College.
Bloodworth, William A., Jr.,
 Professor of English,
 President of the College.
 B.S., Texas Lutheran;
 M.A., Lamar University;
 Ph.D., University of Texas
 - Austin.
Bompart, Bill E., Professor

- of Mathematics, Vice President for Academic Affairs. B.S.Ed., University of Texas; M.R.E., Southwestern Baptist Seminary; M.Ed., North Texas State University; Ph.D., University of Texas.
- Bourdouvalis, Chris**, Assistant Professor of Political Science. B.S., M.A., Ph.D., Florida State University.
- Bowsher, Harry F.**, Professor of Physics. B.S., M.S., Ph.D., Ohio State University.
- Bozardt, D. Anita**, Associate Professor of Education. B.S., M.Ed., Ed.S., Ed.D., University of Georgia.
- Bradford, Heather**, Associate Registrar. B.B.A., Augusta College.
- Bradley, Michael P.**, Associate Professor of Accounting. B.S.B.A., University of Florida - Gainesville; M.S., Memphis State; Ph.D., Arizona State.
- Bramblett, Debra R.**, Temporary Instructor of Management. B.S., M.B.A., Georgia Southern; J.D., University of Georgia.
- Bramblett, Richard M.**, Associate Professor of Business Administration. B.I.E., M.S.I.E., Ph.D., Georgia Institute of Technology.
- Brannen, Dalton E.**, Professor of Management; Chair of the Department of Management, Marketing, and Management Information Systems. B.S., M.B.A., University of West Florida; Ph.D., University of Mississippi.
- Brauer, Jurgen**, Assistant Professor of Economics. Diplom Decree, Free University of Berlin; M.A., University of Notre Dame; Ph.D., University of Notre Dame.
- Bryan, Elizabeth H.**, Associate Professor of Mathematics and Computer Science. A.S., Augusta College; B.S., M.S., University of Georgia.
- Bryant, Clint L.**, Director of Athletics, Head Basketball Coach. B.S., Belmont Abbey College; M.A., Clemson University.
- Burau, Dennis W.**, Assistant Professor of Health and Physical Education. B.Ed., M.Ed., Georgia Southern College.
- Burneko, Grace M. B.**, Assistant Professor of English, Department of Languages and Literature. B.A., Converse College; M.A., Ph.D., Emory University.
- Burnham, Sonja C.**, Assistant Professor of Education. B.A., Michigan State University; M.Ed., Ed.D., Mississippi State University.
- Bustos, Roxann**, Assistant Librarian/Assistant Professor of Library Science. B.A., M.A., University of Rochester; M.L., University of South Carolina.
- Cahoon, Delwin D.**, Professor of Psychology. B.A., Ph.D., University of Minnesota.
- Caldwell, Lee Ann**, Assistant Professor of History. A.A., Gulf Park College; A.B., University of Tennessee; M.A., Ph.D., University of Georgia.
- Callahan, Helen**, Professor of History. B.A., Augusta College; M.A., Ph.D., University of Georgia.
- Camarote, Alfred J.**, Director of Business Services. B.S., University of Kentucky.
- Capers, Emily S.**, Assistant Professor of Nursing. B.S.N.E., University of Georgia; R.N., Barrett School of Nursing; M.N., Emory University.
- Case, Charles E.**, Assistant Professor of Sociology. B.A., University of Connecticut; M.A., City University of New York; Ph.D., University of Arizona.
- Cashin, Edward J., Jr.**, Professor of History, Chair of the Department of History. B.A., Marist College; M.A., Ph.D., Fordham University.
- Cashin, Mary Ann**, Associate Library Director, Associate Professor of Library Science. B.S., College of St. Teresa; M.L., University of South Carolina.
- Cheek, Marian Wheelin**, Director of Public Relations and Publications. A.B.J., University of Georgia.
- Chen, George Po-Chung**, Professor of Political Science. B.A., School of Law, National Taiwan University; M.A., Ph.D., Southern Illinois University.
- Cheney, Margaret E.**, Temporary Instructor of English. A.B.J., University of Georgia; M.Ed., Augusta College.
- Chernesky, Michael P.**, Assistant Professor of Mathematics. B.S., North Carolina State University; M.A., University of Maryland.
- Chou, Frank H.**, Professor of Education. A.B., Southeastern Oklahoma State University; M.Ed., Ed.D., University of Georgia.
- Clary, Linda M.**, Professor of Education. B.S., Winthrop College; M.S., Florida State University; Ph.D., University of Georgia.
- Cobb, Cathy L.**, Assistant Professor of Chemistry. B.A., Reed College; M.A., University of California - Santa Barbara; Ph.D., University of California - Santa Barbara.
- Cohen, Jacquelyn, T.**, Instructor of Mathematics in

- Developmental Studies. B.S., Emory University; M.S., University of Houston.
- Colbert**, Thomas M. Assistant Professor of Physics. B.A., Kenyon College; M.S., Ph.D., Lehigh University.
- Coleman**, Barbara C., Assistant Professor of Marketing. B.A., Oakland University; M.B.A., Augusta College; Ph.D. Candidate, University of Georgia.
- Collier**, Eartha, Counseling Psychologist. B.A., South Carolina State; M.A., South Carolina State.
- Collins**, Beverly R., Assistant Professor of Nursing. B.S.N., Northern Illinois University; M.S., University of California - San Francisco.
- Comer**, Frances Eugenia, Assistant Professor of Art. B.A., Centenary College; M.A., Louisiana State University.
- Coughenour**, Russell M., Associate Director of Career Center. B.A., West Virginia University; M.A., Marshall University.
- Craig**, Cynthia M., Instructor of Mathematics in Developmental Studies. B.A., M.Ed., Augusta College.
- Crawford**, Linda B., Temporary Instructor of Mathematics. B.S., Georgia College; M.Ed., Augusta College.
- Crute**, Thomas, Assistant Professor of Chemistry. B.A., University of Virginia; Ph.D., University of South Carolina.
- Dodd**, William M., Professor of English/Reading in Developmental Studies, Chair of the Department of Developmental Studies. B.A., M.Ed., Augusta College; Ed.D., University of Georgia.
- Dowling**, William A., Professor of Finance; Chair of the Department of Accounting, Economics and Finance. B.B.A., M.B.A., Valdosta State College; D.B.A., University of Tennessee.
- Drake**, Alan H., Professor of Music. A.B., University of Miami; M.Mus.Ed., Ph.D., Florida State University.
- DuBose**, Marya M., Associate Professor of English, Acting Associate Chair of the Department of Languages and Literature. A.B., University of South Carolina; Ph.D., University of Georgia.
- Eagle**, Deltrye L., Instructor of Mathematics. B.S., Clark College; M.A., University of Georgia.
- Edmonds**, Ed M., Professor of Psychology. B.A., Stetson University; M.S., Auburn University; Ph.D., Texas Christian University.
- Edwards**, Scott, Assistant Director of Development. B.B.A., University of Georgia.
- Ellery**, Peter, Assistant Professor of Health and Physical Education. B.Ed., Western Australia College of Advanced Education; M.A., Ph.D., Ohio State University.
- Ellis**, Jane R., Associate Professor of Psychology. B.S., University of Alabama; M.S., Auburn University; Ph.D., University of Georgia.
- Evans**, Walter E., Professor of English, Department of Languages and Literature. A.B., A.M., University of Missouri/Columbia; Ph.D., University of Chicago.
- Ezell**, Ronnie L., Professor of Physics, Chair of the Department of Chemistry and Physics. B.A., Austin Peay State University; Ph.D., University of Georgia.
- Fanning**, Clara E., Associate Professor of English, Department of Languages and Literature. B.A., Mount Mary College; M.A., Ph.D., Fordham University.
- Farmer**, Martha K., Professor of Business Administration, Dean of the School of Business Administration. B.S., M.S.C., University of Alabama; Ph.D., University of South Carolina; C.P.A.
- Fennig**, Diane, Director of Career Center. B.A., Marquette University; M.S., Miami University.
- Filippo**, Anna M., Instructor of Communications, Department of Languages and Literature. B.S., Austin Peay State University; M.A., Indiana University.
- Fite**, Stanley G., Assistant Professor of Health and Physical Education. B.S.Ed., Valdosta State College; M.Ed., West Georgia College.
- Flannigan**, Robert A., Temporary Instructor of Spanish. A.B., Northeastern University; M.A., University of Arkansas - Fayetteville.
- Flowers**, Connie C., Assistant Professor of Nursing. A.D.N., Albany Junior College; B.S.N., M.S.N., Medical College of Georgia School of Nursing.
- Floyd**, E. Randall, Temporary Instructor of History. B.A., M.A., Valdosta State College.
- Floyd**, Rosalyn W., Temporary Assistant Professor of Music. B.A., Talladega College; M.M., D.M.A., University of South Carolina.
- Fominaya**, Eloy, Professor of Music. B.Mus., Lawrence University; M.Mus., North Texas State University; Ph.D.,

- Michigan State University.
Francis, Stephanie M., Instructor of Nursing. B.S., University of Maryland at Baltimore; M.S., University of Colorado Health Science Center.
- Fredrick, David L.**, Associate Professor of Education. B.A., M.Ed., East Carolina University; Ph.D., University of Southern Mississippi.
- Friedmann, Anthony E.**, Cree-Walker Professor of Communications, Professor of Communications, Department of Languages and Literature. B.A., Columbia College; M.A., Harvard University; Ph.D., Columbia University.
- Gardiner, Thomas C.**, Assistant Professor of English in Developmental Studies. A.B., Davidson College, M.A.T., Vanderbilt University.
- Garvey, James W.**, Professor of English, Department of Languages and Literature. B.A., University of Toronto; M.A., Ph.D., University of Rochester.
- Glanz, Niki L.**, Assistant Professor of Education. B.A., Northwestern University; M.Ed., University of Pittsburgh; Ed.D., University of Massachusetts.
- Gordon, Judith E.**, Associate Professor of Biology. B.S., Pennsylvania State University; M.S., Virginia Polytechnic Institute and State University; Ph.D., Indiana University.
- Grayson, James M.**, Assistant Professor of Management. B.S., U.S. Military Academy; M.B.A., North Texas State University; Ph.D., North Texas State University.
- Greenbaum, Gloria**, Temporary Instructor of English. DIPL, Long Island University; B.S., City University of New York; M.S., Queens College.
- Greene, Joseph D.**, Cree-Walker Professor of Business Administration, Associate Professor of Business Administration. B.B.A., Augusta College; M.A., University of Georgia; C.L.U., American College.
- Griffith, Tracy Lee**, Temporary Assistant Professor of Criminology. B.S., Kutztown University; M.S., Ph.D., Florida State University.
- Griswold, Sara Y.**, Instructor of Spanish. B.A., National University of Trujillo; M.A., University of Kansas.
- Groves, John C.**, Director of Student Activities. B.A., M.Ed., Northwestern State University.
- Grubb, James A.**, Assistant Professor of Education. B.A., M.S., Ed.D., University of Tennessee.
- Guerrieri, Domenico C.**, Director of Physical Plant.
- Gustafson, Robert P.**, Assistant Professor of Health and Physical Education. B.S., M.Ed., University of Texas; Ph.D., Texas Woman's University.
- Haley, C. Dillard**, Assistant Professor of Education. B.S.Ed., University of Virginia; MTS, College of William and Mary; Ed.D., University of Virginia.
- Hamrick, Anna K.**, Associate Professor of Mathematics and Computer Science. B.S.Ed., M.Ed., Ed.D., University of Georgia.
- Hand, Alfred P.**, Temporary Instructor of English. A.B., University of Georgia; M.A., University of Georgia.
- Handley, Patricia B.**, Instructor of English. B.A., Samford University; M.A., University of Alabama.
- Harris, Paulette P.**, Cree-Walker Professor of Education, Associate Professor of Education, Acting Dean of the School of Education; B.A., M.Ed., Augusta College; Ed.D., University of South Carolina.
- Harrison, Richard D.**, Professor of Health and Physical Education, Chair of the Department of Health and Physical Education. B.S.Ed., University of Georgia; M.A.T., University of South Carolina; Ed.D., University of Georgia.
- Helfers, Mary Jo**, Assistant Professor of Nursing. B.S.N., University of Maryland/Baltimore; M.S.N., University of Texas/Austin.
- Hendee, Helen**, Director of Development and Alumni Relations. B.A., Augusta College; M.Ed., University of Georgia.
- Henegar, Richard W.**, Comptroller. B.B.A., University of Georgia.
- Herrmann, Jeff A.**, Assistant Professor of Theatre, Department of Languages and Literature. B.A., Judson College; M.F.A., Southern Illinois University.
- Hermitage, Shirley A.**, Assistant Professor of Mathematics and Computer Science. B.A., M.A., Oxford University, England; M.Ed., Augusta College; M.S., University of South Carolina.
- Hickman, Elige W.**, Associate Professor of Education. B.S., Texas A&M University; M.Ed., Ed.D., University of Arkansas.
- Hilliard, Robert D.**, Temporary Associate Professor of English Education. A.A., Dodge City College; B.S.Ed., Lindenwood College; M.Ed., Ed.D., University of Arkansas.

- Hobbs, Donna S.**, Assistant Professor of Chemistry. B.A., University of North Carolina - Chapel Hill; Ph.D., Vanderbilt University.
- Hobbs, Stephen H.**, Professor of Psychology, Chair of the Department of Psychology. B.A., Stetson University; M.S., Ph.D., University of Georgia.
- Hoffmann, Fred J.**, Associate Professor of Counselor Education. A.B.Ed., University of Kentucky; M.A., University of Arizona; Ph.D., Ohio University.
- Hoganson, Kenneth E.**, Temporary Assistant Professor of Computer Science. B.S., North Dakota State University; B.S. Augusta College; M.S., University of North Carolina - Chapel Hill.
- Holland, L. Norman**, Temporary Assistant Professor of Biology. B.S., Augusta College; Ph.D., Medical College of Georgia.
- Hollingsworth, Priscilla**, Temporary Assistant Professor of Fine Arts. A.B., Princeton University; M.F.A., Indiana University - Bloomington.
- Holmes, Willene C.**, Associate Director of Financial Aid. B.B.A., West Georgia College.
- House, Elizabeth B.**, Professor of English in Developmental Studies, Acting Dean of the School of Arts and Sciences. B.M., M.A., North Texas State University; Ph.D., University of South Carolina.
- Huffstetler, Dave E.**, Instructor of English. B.A., University of Texas - Austin.
- Ibrahim, Nabil A.**, Grover C. Maxwell Professor of Business Administration, Associate Professor of Business Administration, Maxwell Chair. B.A., University of Pittsburgh; M.A., Duquesne University; M.B.A., Georgia State University; Ph.D. (Political Science), Emory University; Ph.D. (Business Administration), Georgia State University.
- Jackson, Pamela Z.**, Associate Professor of Accounting. B.S.E.D., University of Georgia; M.B.A., Augusta College; Ph.D., University of Georgia.
- Jarman, Robert O.**, Assistant Professor of Mathematics and Computer Science, Director of Computer Services. B.S., Drexel University; M.B.A., Syracuse University; D.B.A., Mississippi State University.
- Jegstrup, Elsebet**, Assistant Professor of Philosophy. A.A., College of Marin; B.A. Kunsthaandverkerskolen; B.A., University of California - Berkeley; M.A., University of Toronto; Ph.D., Loyola University.
- Jensen, Jeanne L.**, Associate Professor of Political Science and International Relations. B.A., Colorado State University; M.A., University of Santa Clara; Ph.D., University of South Carolina.
- Johnson, Lillie Butler**, Professor of English, Acting Chair of the Department of Languages and Literature. B.A., Augusta College; M.A., University of Chicago; Ph.D., University of Georgia.
- Johnson, William J.**, Professor of English, Department of Languages and Literature. B.A., M.A., Ph.D., University of Texas.
- Johnston, Robert L.**, Associate Professor of Sociology. B.S., M.A., University of Louisville; Ph.D., Virginia Polytechnic Institute and State University.
- Jones, Kenneth W.**, Director of Public Safety. LL.B., Augusta Law School; A.A., Augusta College; B.S., Brenau College.
- Kellman, Lewen Anthony**, Associate Professor of English, Department of Languages and Literature. B.A., University of the West Indies; M.F.A., Louisiana State University.
- Kinniburgh, Stuart P.**, Professor of Military Science and Chair, Department of Military Science. B.A., Virginia Military Institute; M.A., Pepperdine University.
- Kirk, Rebecca**, Instructor of Management Information Systems. B.S., M.S., Georgia State University.
- Kuniansky, Harry R.**, Professor of Business Administration. B.B.A., M.B.A., Emory University; D.B.A., Georgia State University.
- Leightner, Jonathan E.**, Associate Professor of Economics. B.A., M.A., Baylor University; Ph.D., University of North Carolina.
- Lisko, Mary K.**, Assistant Professor of Business Administration, Director of Student Advising and Support. B.S., Mankato State University; M.B.A., University of Arizona; C.P.A., C.M.A.
- Luke, Virginia K.**, Counseling Psychologist. B.A., M.S., Augusta College.
- Luoma, Keith E.**, Assistant Professor of Mathematics in Developmental Studies. A.A., Macomb Community College; B.S., University of Detroit; M.S., George Mason University.
- Mason, Julie**, Assistant Director / Coordinator of Cooperative Education. B.A., University of South Carolina; M.Ed., University of South Carolina.

- May, John Claude, Jr.**, Assistant Professor of German, Department of Languages and Literature. B.A., M.A., Ph.D., Louisiana State University.
- Maynard, Freddy J.**, Professor of Mathematics. B.S., Georgia State University; M.Ed., Ed.D., University of Georgia.
- McLean, Elfriede H.**, Assistant Librarian/Assistant Professor of Library Science. B.A., Augusta College; M.L., University of South Carolina.
- McMillan, Frank M., III**, Associate Professor of Education. B.S., M.Ed., University of South Carolina; Ed.D., University of Georgia.
- McNair, Sam**, Associate Director of Admissions. B.B.A., University of Georgia; M.B.A., Vanderbilt University.
- Medley, Mary Dee**, Assistant Professor of Mathematics and Computer Science. B.A., Lake Forest College; M.S., University of Illinois.
- Mele, Joseph F.**, Vice President for Business and Finance. B.S., Russell Sage College; M.A., Bradley University.
- Miller, Jeffrey R.**, Associate Professor of Accounting. B.B.A., Southwest Texas State University; M.B.A., Southwest Texas State University; Ph.D., Louisiana State University.
- Milligan, Edward T.**, Assistant Professor of Military Science. B.A., Northwestern Louisiana State University.
- Mobley, Mary F.**, Professor of Business Administration. B.S., University of Georgia; M.Ed., M.B.A., Augusta College; Ph.D., University of South Carolina.
- Moon, W. Harold**, Professor of Psychology. B.S.Ed., Auburn University; Ph.D., Florida State University.
- Morant, Mack B.**, Temporary Assistant Professor of Education. B.S., Voorhees College; M.Ed., C.A.G.S., Ed.D., University of Massachusetts, Amherst.
- Moss, Lurelia A.**, Assistant Professor of Health and Physical Education. B.S., M.A.Ed., Tennessee State University.
- Moss, Patricia B.**, Assistant Professor of Nursing. B.S.N., Clemson University; M.S.N., Medical College of Georgia School of Nursing.
- Mullins, Sandra L.**, Assistant Professor of Education. B.A., Marshall University; M.A., Furman University; Ed.D. Candidate, Indiana University.
- Mura, Alex S., Jr.**, Director of Personnel. A.S., Augusta College; B.S., Georgia Southern College.
- Murphy, Christopher P. H.**, Associate Professor of Anthropology. B.A., M.A., University of Georgia; Ph.D., University of Virginia.
- Muto, Eugene T.**, Associate Professor of Theatre, Department of Languages and Literature. B.S., State University of New York at Brockport; M.F.A., University of Connecticut; D.A., New York University.
- Myers, Stephanie A.**, Assistant Professor of Chemistry. B.S., Adrian College; M.S., University of Florida; Ph.D., University of Florida.
- Nelson, William N.**, Library Director/Professor of Library Science. B.A., Centenary College; M.A., M.L.S., Ph.D., Louisiana State University.
- Newman, Bert V.**, Assistant Professor of Health & Physical Education. B.S., M.S., Ph.D., Southern Illinois University at Carbondale.
- Olson, Angela S.**, Director of Accounting Services. B.B.A., Augusta College.
- O'Shea, John J.**, Assistant Librarian/Assistant Professor of Library Science. B.A., Augusta College; M.L., University of South Carolina.
- Padgett, Betty R.**, Assistant Director of Financial Aid.
- Pelton, L. E.**, Assistant Professor of Marketing. B.A., University of Baltimore; M.B.A., Texas Tech University; Ph.D., University of Mississippi.
- Pettit, M. Edward, Jr.**, Professor of Mathematics and Computer Science, Chair of the Department of Mathematics and Computer Science. B.A., University of Oregon; M.A., Ph.D., University of California at Riverside.
- Phillips, Kay**, Assistant Director of Student Activities. B.A., Culver-Stockton College; M.Ed., University of Georgia.
- Pollard, Lester O.**, Assistant Professor of English, Department of Languages and Literature. B.A., Paine College; M.A., Atlanta University; Ph.D., University of South Carolina.
- Pollingue, Alice**, Assistant Professor of Education. B.A., M.A., Ed.D., University of Alabama.
- Price, Charlotte R.**, Assistant Professor of Nursing. B.S.N., M.S.N., Medical College of Georgia School of Nursing.
- Prinsky, Norman R.**, Associate Professor of English, Department of Languages and Literature. B.A., Reed College; M.A., Ph.D., University of California at Irvine.
- Pritchett, June**, Director of the Bookstore.
- Radford, Lois H.**, Assistant Librarian/Instructor of

- Library Science. B.A., M.L., University of South Florida.
- Ramsey, Silvia**, Temporary Instructor of Speech. B.S.Ed., Southern Missouri State University; M.A., Arkansas State University.
- Reese, William A. II**, Associate Professor of Sociology. B.S., M.A., University of Houston; Ph.D., University of Arizona.
- Reeves, Robert A.**, Associate Professor of Psychology. B.A., Augusta College; M.A., Appalachian State University; Ph.D., University of Georgia.
- Rice, Louise A.**, Associate Professor of Reading in Developmental Studies. B.S., Tuskegee Institute; M.A., Columbia University; Ph.D., University of Georgia.
- Richardson, Samuel**, Assistant Professor of Mathematics in Developmental Studies. B.S., Morris College; M.A.T., Morgan State University.
- Robertson, J. Duncan**, Associate Professor of French, Department of Languages and Literature. B.A., Yale University; Ph.D., Princeton University.
- Rosen, James M.**, William S. Morris Eminent Scholar Professor in Art, Professor of Art. B.S., Wayne State University; M.F.A., Cranbrook Academy.
- Rust, Brian L.**, Assistant Professor of Art. A.A., Columbia Basin College; B.F.A., University of Washington; M.F.A., University of California at Berkeley.
- Rutsohn, Philip D.**, Professor of Business Administration. A.A.S., State University of New York at Farmingdale; B.A., New Mexico Highlands University; M.S., Oklahoma State University; Dr.P.H., University of Texas Health Science Center at Houston.
- Rychly, Carol J.**, Assistant Professor of Mathematics. B.A., Agnes Scott College; M.S., Louisiana State University.
- Sandarg, Janet I.**, Associate Professor of Spanish, Department of Languages and Literature. B.A., M.A., Ph.D., University of North Carolina, Chapel Hill.
- Sappington, John T.**, Professor of Psychology. A.B., Allegheny College; M.A., Ph.D., Case Western Reserve University.
- Saul, Bruce M.**, Assistant Professor of Biology. B.S., Augusta College; M.S., Ph.D., University of Tennessee, Knoxville.
- Scharinger, Patricia**, Assistant Librarian and Instructor of Library Science. B.S., University of West Florida; M.L.I.S., University of South Carolina.
- Schaeffer, John G.**, Professor of Music. B.Mus., M.Mus., University of Michigan; D.M.A., University of Illinois.
- Schlesselman, Susan M.**, Assistant Professor of Nursing. B.S.N., Winona State University; M.S.N., Medical College of Georgia School of Nursing.
- Schultz, Todd A.**, Associate Professor of Business Administration. B.S., Georgia Institute of Technology; M.S.E., Ph.D., Johns Hopkins University.
- Schwartz, Michael**, Assistant Professor of Art. B.A., Rutgers College; M.Phil., M.A., Columbia University; Ph.D. Candidate, Columbia University.
- Searles, Michael**, Assistant Professor of History. B.A., Southern Illinois University; M.A., Howard University.
- Sethuraman, Sankara**, Assistant Professor of Mathematics. B.S., Loyola College; M.S., Madras Christian College; Ph.D., University of Georgia.
- Sherrouse, M. Teresa**, Assistant Professor of Business Administration. B.A., Florida State University; M.B.A., Augusta College; Ph.D. Candidate, University of Georgia.
- Sisk, Jeannine E.**, Assistant Professor of Nursing. B.S.N., Medical College of Georgia; M.N., Emory University.
- Sisk, Karin**, Director of Communications Laboratory. B.A., M.A.T., Emory University.
- Sladky, Paul D.**, Assistant Professor of English, Department of Languages and Literature. B.A., Southern Illinois University; M.A., (English), M.A. (Linguistics), University of Texas.
- Sliger, John C.**, Assistant Professor of Mathematics. B.S., University of Houston; M.S., University of North Carolina at Chapel Hill; Ph.D., University of Georgia.
- Smith, James H.**, Assistant Professor of English, Department of Languages and Literature. B.A., University of Southern Mississippi; M.A., University of Mississippi.
- Smith, Lyle R.**, Professor of Education, Acting Chair the Department of Teacher Education. A.A., Imperial Valley College; B.S., California Polytechnic State University; M.S., Ph.D., Texas A. & M. University.
- Snyder, Dianne Claypool**, Assistant Professor of Biology. B.S., Mississippi College; M.S., Ph.D. Candidate, Tulane University.
- Stallings, James R.**, Instruc-

- tor of Mathematics in Developmental Studies. B.S., Allen University; M.S.Ed., Southern Illinois University.
- Stayer, Faith M.**, Associate Professor of Education. B.S., M.A., Ed.D., University of Alabama.
- Stewart, Barbara B.**, Instructor of Mathematics in Developmental Studies. A.B., Emory University.
- Stracke, John R.**, Professor of English, Department of Languages and Literature. B.A., University of Windsor; Ph.D., University of Pennsylvania.
- Stroebe, Gary G.**, Associate Professor of Chemistry. B.S., Texas Lutheran College; Ph.D., University of Utah.
- Stroher, Michael S.**, Assistant Professor of Music. B.MUS., University of Missouri; M.MUS., New England Conservatory; M.MuEd., Ph.D., University of North Texas.
- Stullken, Russell E.**, Associate Professor of Biology. B.A., DePauw University; M.S., Ph.D., Emory University.
- Styron, W. Joey**, Assistant Professor of Accounting. B.B.A., University of Houston; M.S., Ph.D. Candidate, Texas A. & M. University.
- Sutherland, Nancy E.**, Instructor of English, Department of Languages and Literature. B.A., Vanderbilt University; M.A.T., Emory University.
- Sweeney, Katherine H.**, Registrar. B.A., Augusta College.
- Thevaos, Artemisia D.**, Associate Professor of Music. B. Mus., Wesleyan Conservatory; M.M., Indiana University.
- Thiruvaiyaru, Dharma**, Assistant Professor of Mathematics. B.S., Presidency College; M.S., Madras Christian College; M.S., Ph.D., University of Georgia.
- Thompson, Ernestine H.**, Associate Professor of Social Work. B.A., University of Kentucky; M.Ed., University of Georgia; M.S.W., University of Southern Mississippi.
- Thompson, George G.**, Professor of Mathematics. B.S., M.S., Ph.D., Clemson University.
- Thompson, Kathryn T.**, Director of Enrollment Management. B.A., M.S., Augusta College.
- Toole, William F.**, Professor of Music. B.M., Wesleyan Conservatory; B.M., M.M., Yale University.
- Tugmon, Cathy R.**, Assistant Professor of Biology. A.A., Allan Hancock College; B.A., California State University - Chico; M.S., Midwestern State University; Ph.D., University of New Hampshire.
- Urban, Emil K.**, Professor of Biology, Chair of the Department of Biology. B.S., University of Wisconsin; M.A., University of Kansas; Ph.D., University of Wisconsin.
- vanTuyl, Debra R.**, Temporary Instructor of Journalism. A.B., University of Montevallo; M.A., University of Alabama - Birmingham.
- vanTuyl, Hubert P.**, Assistant Professor of History. B.A., University of Montevallo; J.D., Duke University; Ph.D., Texas A. & M. University.
- Vincent, Sharon K.**, Assistant Professor of Nursing. B.S.N., Eastern Kentucky University; M.S.N., Medical College of Georgia.
- Walker, Ralph H.**, Professor of Political Science, Director of Augusta College Research Center, Chair of the Department of Political Science and Anthropology. B.A., M.A., Kent State University; Ph.D., University of Georgia.
- Walton, O'Greta M.**, Assistant Professor of Reading in Developmental Studies. B.A., Knoxville College; M.A., New York University.
- Warner, Guy E.**, Assistant Professor of Communications, Department of Languages and Literature. B.A., David Lipscomb College; M.A., Central Michigan University; Ph.D., Michigan State University.
- Weber, Ronald L.**, Professor of Education. B.S., State University of New York at Oswego; M.Ed., Temple University; Ph.D., University of South Carolina.
- Wellnitz, William R.**, Associate Professor of Biology. B.S., Cornell University; M.A., Colorado University, Boulder; Ph.D., Cornell University.
- Wellwood, Kevin G.**, Director of Financial Aid. B.S., Mississippi University for Women; M.B.A., Liberty University.
- Weyermann, Andrea**, Assistant Professor of Psychology. B.A., University of North Carolina; M.A., Ph.D., Georgia State University.
- Wharton, Terence Frederick**, Professor of English. B.A., M.A., University of Leicester, England.
- Whiting, Raymond A.**, Assistant Professor of Political Science. B.A., J.D., Ph.D., Syracuse University.
- Whittle, Stephen T.**, Assistant Professor of Mathematics in Developmental Studies. A.S., Brunswick Junior College; B.S., M.Ed., Georgia Southern College.

- Williams, Janice E.**, Associate Professor of Art. B.F.A., University of Georgia; M.F.A., Indiana State University.
- Williams, Melissa T.**, Assistant Professor of Nursing. B.S.N., M.S.N., University of South Carolina.
- Williams, Roscoe**, Associate Dean of Students. B.A., Paine College; M.S., Fisk University.
- Williams, Virginia**, Assistant Professor of History. B.A., M.A., Ph.D., Florida State University.
- Wood, Gwendolyn Y.**, Assistant Professor of Political Science. A.B.J., M.A., D.P.A., University of Georgia.
- Yonce, Margaret J.**, Professor of English, Department of Languages and Literature. A.B., Newberry College; M.A., University of Georgia; Ph.D., University of South Carolina.
- Young, Melissa R.**, Assistant Professor of Spanish, Department of Languages and Literature. B.A., University of the South; M.A., Middlebury College; Ed.D., University of Georgia.
- Ziobrowski, Brigitte J.**, Assistant Professor of Finance. B.S., University of Arkansas; M.A., University of Akron; Ph.D., Kent State University.
- EMERITUS FACULTY**
- Billman, Calvin J.**, Professor Emeritus of History. B.A., State College of Iowa; M.A., Ph.D., Tulane University
- Brown, Albert M.**, Associate Professor Emeritus of Mathematics. B.S., Livingston State University; M.A. (Education), M.A. (Mathematics), University of Alabama
- Bryant, Louise D.**, Professor Emerita of Nursing, Chairman Emerita of the Department of Nursing. B.S., George Peabody College; M.S.N., Case Western Reserve University
- Christenberry, George A.**, Professor Emeritus of Biology and President Emeritus of the College. B.S., Furman University; M.A., Ph.D., University of North Carolina, Chapel Hill
- Cowling, Keith W.**, Associate Professor Emeritus of Speech and Drama. M.A., Plymouth College of Arts
- Dinwiddie, J. Gray, Jr.**, Professor Emeritus of Chemistry and Dean Emeritus of the School of Arts and Sciences. B.S., Randolph-Macon College; Ph.D., University of Virginia
- Dolyniuk, Harry**, Associate Professor Emeritus of Chemistry. B.S., Dickinson State Teachers College; M.A.T., Indiana University
- Duncan, David E.**, Associate Professor Emeritus of Business Administration. A.B., Paine College; M.B.A., San Francisco State College
- Duncan, Samuel D., Jr.**, Associate Professor Emeritus of Romance Languages. B.S., Georgia Teachers College; M.A., Ph.D., University of North Carolina, Chapel Hill
- Flynn, Edwin H.**, Associate Professor Emeritus of Business Administration. B.A., M.A. University of Connecticut; Ph.D., Indiana University
- Fogleman, Marguerite F.**, Associate Librarian/Associate Professor Emerita of Library Science. B.S., B.S./L.S., M.L.S., Louisiana State University
- Frickey, Robert E.**, Associate Professor Emeritus of Sociology. B.S., M.A., University of Rochester
- Ph.D., University of Maryland**
- Godin, Jean W.**, Associate Professor Emerita of Secretarial Science. B.S., Bob Jones University; M.A., George Peabody College
- Gray, Otha L.**, Professor Emeritus of Business Administration and Dean Emeritus of the School of Business Administration. B.A., Furman University; M.S., Virginia Polytechnic Institute; J.D., Emory University; Ph.D., University of Alabama; C.P.A.
- Hargrove, Geraldine W.**, Professor Emerita of Education, Dean Emerita of the School of Education. B.S., Georgia State College for Women; M.Ed., Ph.D., University of South Carolina
- Holloman, C. Russell**, Grover C. Maxwell Professor Emeritus. B. A. University of Northern Colorado, M. S. University of Colorado, Ph.D. University of Washington
- Jacobs, Harry M.**, Professor Emeritus of Music. B.Mus., Eastman School of Music, University of Rochester; M.Mus., Northwestern University
- Jacobs, Vola**, Assistant Professor Emerita of Music. B.Mus., Eastman School of Music, University of Rochester
- Law, Donald R.**, Professor Emeritus of Business Administration. B.S. Wilkes College; M.A., Ph.D., University of Florida; C.P.A.
- Monge, F. William**, Professor Emeritus of Business Administration. B.S., Wagner College; M.B.A., New York University
- Pierce, J. Eugene**, Professor Emeritus of Business Administration. B.A.,

M.S., University of Tennessee; Ph.D., University of Pennsylvania
Ramage, Thomas Warren, Associate Professor Emeritus of History. B.A., University of Kentucky; B.D. Southern Baptist Theological Seminary; M.A., Ph.D., University of Kentucky
Richart, Silvia G., Associate Professor Emerita of Chemistry, D.Sc., University of Havana
Rowland, A. Ray, Librarian/Professor Emeritus of Library Science. A.B., Mercer University; M.Ln., Emory University
Saggus, Charles D., Associate Professor Emeritus of History. B.A., Louisiana State University; M.A., University of Georgia; Ph.D., Emory University
Skalak, Constance H., Professor Emerita of Nursing, Chairman Emerita of the Department of Nursing. B.S.N., M.N., Emory University; Ed.D., University of Georgia
Stirewalt, Harvey L., Associate Professor Emeritus of Biology. B.A., M.S., University of Mississippi; Ph.D., University of Tennessee
Taylor, Paul F., Associate Professor Emeritus of History, B.A., Eastern Kentucky State College; M.A., Ph.D., University of Kentucky
Tubbs, Frank R., Associate Professor Emeritus of Education. A.B., Maryville College; M.S.Ed., Ed.D., University of Tennessee
Turner, Anna Jo, Associate Professor Emerita of Mathematics. B.A., Carson-Newman College; M.Ed., University of Georgia
Turner, Janice B., Professor Emerita of Chemistry, A.B. Georgia College; M.S., Emory University; Ph.D.,

University of South Carolina
Vanover, Marvin, Professor Emeritus of Physical Education, Chairman Emeritus of the Department of Health and Physical Education. B.S., Georgia Southern College; M.A., George Peabody College
Whately, William L., Associate Professor Emeritus of Economics. B.S., M.S., University of South Carolina

ADMINISTRATIVE OFFICES

PRESIDENT

President: William Bloodworth, 737-1400
 Secretary to the President: Nancy Childers
 Secretary: Dawn Weathers

ACADEMIC AFFAIRS

Vice President: Bill E. Bompert, 737-1422
 Secretary to the Vice President: Carole Smith

School of Arts and Sciences

Acting Dean of the School of Arts and Sciences: Elizabeth B. House, 737-1738
 Secretary to the Dean: Carolyn K. Kershner
Departmental Chairs and Secretaries
 Biology: Dr. Emil Urban, Jane Millward, Bonnie King, 737-1539
 Chemistry and Physics: Dr. Ron Ezell, Janice Moore, 737-1541, T. Nguyen (Laboratory Coordinator), R. Way (Laboratory Technician)
 Developmental Studies: Dr. William Dodd, Brenda Evans-Lee, 737-1685

Fine Arts: Dr. John Schaeffer, Barbara Maddox, Karen Hofman, 737-1453
 History and Anthropology: Dr. Edward Cashin, Kaye Keel, 737-1709
 Political Science and Philosophy: Dr. Ralph Walker, Debbie Williams, 737-1710
 Languages and Literature: Dr. Lillie B. Johnson (Acting Chair), Dr. Marya DuBose (Acting Associate Chair), Tonjola Nick, 737-1500
 Mathematics and Computer Science: Dr. M. E. Pettit, Merry Peel, 737-1672
 Military Science: MAJ Stuart Kinniburgh, Rosalyn Hawkins, 737-1643
 Nursing: Dr. Joyce Billue, Peggy White, Janice Lowe, 737-1725
 Psychology: Dr. Stephen Hobbs, Angela Kitchens, Nancy Pruden, 737-1694
 Sociology: Dr. William Reese (Acting Chair), Kristin Carl, 737-1735
Communications Lab
 Director: Karin Sisk, 737-1402
School of Business Administration
 Acting Dean of the School of Business Administration: Dalton E. Brannen, 737-1418
 Secretary to the Dean: Bert Wilkinson
 Senior Secretary: Sara Johnson
 Graduate Degree Program
 Assistant: Miyoko Jackson, 737-1565
 Undergraduate Degree Program Assistant: Heather Bradford, 737-1560
 Director of Student Advising: Mary Lisko, 737-1560
Departmental Chairs and Secretaries
 Accounting, Economics & Finance: Dr. William Dowling, DeLoris Wright, 737-1560
 Management, Marketing & Management Information

Systems: Dr. Dalton Brannen, Sandra Norman, 737-1562

Research Center

Director: Ralph H. Walker, 737-1710
Secretary: Debbie Williams

School of Education

Dean (through spring, 1993): Joseph A. Murphy
Secretary to the Dean: Vickie Cox, 737-1499
Graduate Degree Program Assistant: Della Sims, 737-1496
Instructional Resources Coordinator: Cheryl Scott, 737-1659
Departmental Chairs and Secretaries
Teacher Education: Dr. Lyle R. Smith (Acting Chair), Rebecca Sieg, Angela Davenport, 737-1496
Physical Education: Dr. Richard Harrison, Ella Owens, 737-1468

Library

Library Director: Dr. William Nelson, 737-1745
Associate Library Director: Mary Ann Cashin
Librarians: Diane Black, Roxann Bustos, Elfriede McLean, John O'Shea, Lois H. Radford, Patricia Scharinger
Coordinator of Library Office Services: Cheryl T. Player
Staff Assistant: Vivian Hindrew
Senior Secretary: Shonta Young
Library Assistant III: Marsha Brown, Sandra Hodge, Elise Little, Francine McCoy, June Quinn, Darlene Scarff
Library Assistant II: Suzie Alvarez, Sue Brown, Ellen Burroughs, William Gray, Allison Hurst, Darlene Jennings-Newman, Jeanette Nobles, Deborah Thomas, Lillian Wan, Karen Winburn

Media Services Center
Media Services Coordinator: Steven C. Davis, 737-1703

Media Services Clerk: Rose Axton

Continuing Education

Acting Director: Carolyn Ingraham, 737-1636
Program Coordinator: Fredericka Flynt
Program Coordinator: Paulette Shaw
Program Coordinator (Part-time): Regina Buccafusco
Assistant to the Director: Maxine Allen
Program Support Specialist: Doris Turner
Registration Specialist: Jane Owens
DeskTop Publisher (Part-Time): Suzanne Allen

Registrar/Student Records/Veterans Affairs

Registrar: Katherine Sweeney, 737-1408
Associate Registrar: Heather Bradford
Student Records Specialist: Vickie Wilkerson
Clerk II: Mary Caffey
Clerk II: Debra Smith
Clerk II: Betty Thompson
Clerk III: Joanne Kershner
Clerk III: Michael Wilkins

Computer Services

Director: Bengt Lorentzson, 737-1484
Staff Assistant: Gayle Davidson
Senior Secretary: Gayle Adams
Computer Services Spec. III: Maureen Akins
Network Coordinator: Guy Bass
Tech. Support Specialist II: Nicolette Deloach
Tech. Support Specialist: Don Williford
Computer Services Spec. II: Bill Juras
Computer Services Spec. II: Jenna Chitty
Programmer Analyst II: Beverly Norwood

Programmer II: Lori Jarrard
Programmer/Analyst III: Alana Powell
Programming & Systems Support Coordinator: Michael Roach
Operations and Support Services Coordinator: Catherine Shawver
Computer Operator II: Coressa Roberts
Computer Services Specialist II: Cindy Smith
Computer Services Specialist II: Peter Swain
Network Support Specialist: Steve Duckworth
Student Help Desk: 737-1676
Faculty/Staff Help Desk: 737-1482

Institutional Research

Coordinator: Jacquelyn Stewart, 737-1492
Research Assistant: Laverne Garrard

BUSINESS AND FINANCE

Vice President for Business and Finance: Joseph F. Mele, 737-1770
Secretary to the Vice President: Vera N. Wilkerson

Bookstore

Director: June Prichett, 737-1611
Senior Secretary: Pamela Adkins
Buyer: Betty Long
Clerk III: Martha Hood
Accounts Payable Clerk: Donna Adams
Shipping & Receiving Clerk: Nichelle Tanksley
Cashier: Eva L. Martin

Business Office

Comptroller: Richard Hene-gar, 737-1767
Director of Accounting Services: Angela Olson
Accounting Clerk: June Hall
Payroll Specialist: Clorette Dixon
Accounting Assistant: Karen Greer
Accounting Clerk: Cindy

Stewart
Payroll Clerk: Dagmar
Howell
Accounts Posting Specialist:
Carolyn Stevenson
Loan Specialist: Helen Story
Senior Accounting Clerk:
Barbara Stewart
Accounts Payable Clerk: Ja-
nette Kelly
Budget Analyst: Kim Jones

Food Services

Director of Food Services:
Stacy Alexander, 737-
1599

Personnel

Director: Alex S. Mura, Jr.,
737-1763
Personnel Assistant I: Patri-
cia Harris
Personnel Assistant II:
Bonnie Durden
Personnel Specialist I:
Denise Hunnicutt

Physical Plant

Director: Domenico Guer-
rieri, 737-1590
Assistant Director: D. L.
Alexander
Accounting Records Spe-
cialist: William Blanchard
Head of Grounds Main-
tenance: Max Brown
Head of Building Services:
Brenda Illidge
Electrical Foreman: Steve
Zimmerman
Carpenter Foreman: Phillip
Pridgen
HVAC Foreman: Phillip
Waggy
Senior Secretary: Marcia
Barton
Automotive Mechanic:
Willie Clay
Facility Reservations Coor-
dinator: Penny Sledge
Administrative Secretary:
Carole Reeves
Architectural Drafter II:
Stephen James
Procurement
Director of Business Servic-
es: Alfred Camarote, 737-
1765
Purchasing Assistant: Mary
Eubanks

Purchasing Coordinator:
Barbara Johnson
Supply Manager: Joe
Spencer
Clerk III: Elizabeth M. Ken-
drick
Warehouse Worker: Leon
Smith
Mail Clerk: Alonza T. Gray
Duplicating Equipment
Operator: Joy Goddard

Public Safety

Director: Kenneth Jones,
737-1401
Public Safety Lieutenant:
Edgar Fox
Public Safety Corporal:
Arthur Johnson
Public Safety Officer: Scot
Herring
Public Safety Corporal:
Bernard Arthur
Public Safety Officer:
Donna Young
Public Safety Officer: Willie
Dykes
Public Safety Officer:
Joseph Simpson
Public Safety Officer:
Landon Terry
Public Safety Officer: Rohn
Barnhill
Public Safety Officer: Steve
Hammond
Public Safety Officer: Jose
Martin
Public Safety Officer:
Deborah Levin
Public Safety Officer: Shea
Davis
Senior Administrative Secre-
tary: Deborah Kilpatrick
Dispatcher: Robert Hodge
Parking Services Monitor:
Wanda Dailey

STUDENT AFFAIRS

Vice President for Student
Affairs and Dean of
Students: Fred Barnabei,
737-1411
Associate Dean: Roscoe
Williams
Secretary to the Vice Presi-
dent: Gina Thurman

Office of Admissions

Acting Assistant Dean for
Enrollment Services and

Director of Admissions:
Sam McNair, 737-1632
Associate Director of
Admissions: vacant
Admissions Recruiter: Patri-
cia Peabody
Admissions Recruiter:
Joseph Bobrowskas
Minority Recruiter: Karlise
Terrell
Data Collection Supervisor:
Kathy Herrington
Admissions Records Spe-
cialist: Carolyn Giles
Senior Secretary: Cynthia
Perry
Clerk II: Hilda Perry
CRT Clerk: Denise Pierce

Career Center

Director: Diane Fennig,
737-1604
Associate Director: Russ
Coughenour
Career Development Spe-
cialist: Pamela Schweibert
Senior Administrative Secre-
tary: Joan Brodie
Administrative Secretary:
Kim Moore-Sample

Cooperative Education Office

Assistant Director of Career
Center / Cooperative
Education Coordinator:
Julie Mason, 737-1618

Counseling & Testing Center

Director: Robert Mays, 737-
1471
Counseling Psychologist:
Virginia Luke
Counseling Psychologist:
Eartha Collier
Psychometric Assistant:
Carol Greenwood
Senior Secretary: Rosalyn
Webb

Enrollment Management

Director of Enrollment
Management: Kathryn T.
Thompson, 731-7979
Academic Advisor: Tim
Bond
Academic Advisor: Ashley
Bush
Senior Secretary: Shirley

Sturrup

Financial Aid

Director: Kevin Wellwood,
737-1431
Associate Director: Willene
Holmes
Assistant Director: Roxanne
Padgett
Student Loan Manager:
Todd Woodlee
Student Financial Aid Assis-
tant: Elizabeth Samuels
Senior Secretary: Edith
Marshall
Data Entry Clerk II: Daniel
Turner

Maxwell Performing Arts Theatre

Manager and Technical Di-
rector: Henry Thomas,
737-1455
Audio Visual Technician:
Steve Proctor

Student Activities

Director: John C. Groves,
737-1609
Assistant Director: Kay Phil-
lips-Crabb
Staff Assistant: Georgia
Cunningham
Hourly Child Care Service
Manager: Carol Thomp-
son

DEVELOPMENT AND COLLEGE RELATIONS

Acting Executive Director:
Helen Hendee, 737-1442
Secretary to the Executive
Director: Karla J. Burg

Development/Alumni Rela- tions

Director: Helen Hendee,
737-1442
Assistant Director: A. Scott
Edwards, 737-1759
Development Office Coor-
dinator: Jennifer J.
Sprague
Alumni Projects Coordina-
tor: Hillis B. DeRoller
Gift Receiving Specialist:
Elaine K. Graham
Planned Giving Consultant:
Charles H. D. Williamson
Public Relations and Publi-

cations Director: Marian
Cheek
Public Relations Assistant:
Kathleene R. Pennington
Information Specialist:
Linda Jones
Graphic Designer: Jana
Rainwater

ATHLETICS

Athletic Director & Head
Men's Basketball Coach:
Clint Bryant, 737-1626
Assistant Athletic Director,
Business and Finance:
Maxine Maloney, 731-
7919
Head Women's Basketball
Coach and Head Soccer
Coach: Lowell E. Barn-
hart, 731-7915
Assistant Men's Basketball
Coach and Head Cross
Country Coach: Darren
Metress, 731-7914
Tennis Center Manager and
Head Women's Tennis
Coach: Richard H. Hat-
field, 737-1662
Head Men's Tennis Coach:
Richard H. Hatfield, 737-
1662
Head Softball Coach and
Head Women's Volley-
ball Coach: Mary Sarver,
731-7916
NCAA Compliance Coordi-
nator and Head Men's
Golf Coach: James Kel-
son, 731-7992
Head Baseball Coach: Skip
Fite, 731-7917
Athletic Trainer: John Sulli-
van, 731-7908
Sports Information Director:
Eric McArdle, 731-7925
Facility Manager: Jason
Gribek, 731-7910
Senior Secretary: Patty Derr,
737-1626

INDEX

70-Hour Rule: see Graduation
Requirements

Absences from Class: see Class
Attendance
Academic Freedom, 37
Academic Honesty, 37
Academic Programs, 83, 85
Academic Standing and Grade
Point Average (GPA), 39
ACCCA, 43
Accounting
Courses, 174
Accounting, Economics, and
Finance
Department of, 64
Accreditations, 1
ACT, 4, 12, 16, 19
ACT Proficiency Examination,
4
Add-Drop, 44
Additional Baccalaureate
Degree, 40
Admission to Candidacy, 55
Admissions
Office of, 11
Admissions Requirements
Audit Students, 17
Former Students, 17
Freshmen, 11, 12
Joint Enrollment High School
Students, 15
Life Enrichment Students, 15
Post-Bacc, 17
Post-Graduate, 17
Transfer Students, 16
Transient Students, 17
Student Teaching, 78
Teacher Education: Post-Bacca-
laureate, 78
Teacher Education: Post-Bacc,
Provisional, 79
Teacher Education: Under-
graduates, 78
Advanced Placement, 13
Advertising
see Public Relations/Advertis-
ing
AIDS Policy, 41
Allied Health Sciences, Pro-
grams, 127
Alumni Association, 42
Anthropology
Courses, 46, 175
Faculty: see History and
Anthropology
Option in Social Science
Certification, 70
Programs, 84
Appeals: see Student Academic

- Appeals
- Application Fee, 32
- Area Teacher Education Service (ATES), 79
- Art
 - Courses, 46, 176
 - Programs, 85, 86, 87
- Associate of Arts, 87
- Associate of Science, 87
- Athletic Association, 42
- Athletic Fee, 32, 33
- Auditors, 42, 47, 52, 53
- Augusta College Foundation, 43
- Bachelor of Business Administration Program, 64
- Biology
 - Courses, 179
 - Department of, 61
 - Programs, 88, 89, 90
- Broadcast/Film
 - Courses, 185
 - Programs, 94
- Business Administration
 - Courses (BUS), 182
- Business Law
 - Courses, 182
- Career Center, 3
- Center for the Creative Arts, 43
- Certification
 - Science, 69
 - Social Sciences, 70
- Certification: see Teacher Education
- Certification, Teacher: see Teaching Certificates, 79
- Chairs, Endowed, 50
- Challenge Examinations, 13
- Change of Schedule, 32, 33
- Cheating: see Academic Honesty
- Chemistry
 - Courses, 182
 - Programs, 90, 91, 92, 93
- Chemistry and Physics
 - Department of, 61
- Child Care Service, 3
- Class Attendance, 43
- Classification (of students by year), 76
- Clubs, 7
- College Activity Center, 5
- College Level Examination Program (CLEP), 4, 13
- College Placement Examination (CPE), 47
- College Preparatory Curriculum (CPC), 12, 15
- Collegiate Placement Examination (CPE), 12, 16
- Collegiate Placement Examinations (CPE), 4
- Collusion: see Academic Honesty
- Communications
 - Courses, 185
 - Faculty: see Languages and
- Literature
 - Programs, 94, 95, 96, 97, 98, 99
- Communications/Drama
 - Courses, 46
- Comprehensive Examination for Graduate Programs, 55
- Computer Science
 - Courses, 190
 - Faculty: see Mathematics and Computer Science Programs, 99, 100
- Computer Services, 4
- Continuing Education, 7
- Cooperative Education, 3
- Core Curriculum, 50, 101
- Counseling and Testing Center, 4, 13
- Counselor Education, 102
- Course Changes, 44
- Course Descriptions, 174
- Course Load: see Student Load
- Course Number Restrictions in Graduate Courses, 44
- Course Repeat Policy, 45
- Credential misrepresentation, 38
- Credit by Examination, 13, 52, 53, 58
- Criminal Justice
 - Courses, 192
 - Programs, 103, 104, 160
- Cullum Lecture Series, 2
- Cullum Visiting Scholar Program, 6
- Curriculum Changes, 45
- Deans' Lists, 45
- Dental School Pre-Professional Program, 104
- Developmental Studies
 - Courses: see COS, English, Math, and Reading
 - Department of, 61
 - Grading System, 52
 - Program, 12, 45
- Developmental Studies, Rules for Students in, 46
- Disabilities
 - Physical, 49
- Disabled Students, 47
- Discipline, 49
- Drama
 - Courses, 186
 - Programs, 95, 105
- Drawing
 - Courses, 193
- Drop/Add, 49
- Early Admission Requirements for High School Students, 15
- Economics
 - Courses, 193
 - Faculty: see Accounting, Economics, and Finance, 64
 - Option in Social Science Certification, 70
- Ed.D. Cooperative Program with University of Georgia, 173
- Ed.S.: see Specialist's Degree Programs
- Education
 - Courses, 195
- Endowed Professorships, 50
- Engineering Drawing
 - Courses, 193
- Engineering Pre-Professional Program, 109
- English
 - Admissions Requirement, 12
 - Courses, 46, 59, 206
 - Programs, 109, 110, 111, 112, 113, 155
- Fees, 31
- Film Series, 2
- Film: see Broadcast/Film
- Finance
 - Courses, 212
 - Faculty: see Accounting, Economics, and Finance, 64
- Financial Aid, 21
- Fine Arts
 - Department of, 61
- Foreign Language
 - Admissions Requirement, 12
 - Graduate Degree Requirement, 56
- Foreign Languages
 - Faculty: see Languages and Literature
- Foreign Students: see International Students
- Forestry Pre-Professional Program, 114
- French
 - Courses, 213
 - Faculty: see Languages and Literature
 - Programs, 114, 115, 116
- Freshman Class Standing, see Student Classification
- GED, 12, 19, 20
- General Studies Minor, 116
- Geography
 - Courses, 214
 - Option in Social Science Certification, 70
- Geology
 - Courses, 214
- Georgia Board of Nursing, 1
- Georgia Professional Standards Commission, 1, 108
- Georgia Residents, Definition of, 35
- German
 - Courses, 214
- Gerontology
 - Courses, 215
 - Minor, 117
- Gifted Education, 117
- GPA: see Academic Standing and Grade Point Average
- Grade Changes, 51
- Grade Point Average: see

- Academic Standing and Grade Point Average
- Grading System
 - Developmental Studies, 52
 - Graduate, 52
 - Undergraduate, 53
- Computations: see Academic Standing and GPA
- Graduate Management Admission Test (GMAT), 4
- Graduate Record Examination, 4
- Graduation Exercises, 53
- Graduation Fee, 32, 33
- Graduation Requirements
 - All Students, 53
 - Graduate Students, 55
 - Undergraduate, 53
- Grievances: see Student Academic Grievances
- Handicapped Students: see Disabled Students
- Health and Physical Education
 - Department of, 69
 - Programs, 118, 119
- Health and Physical Education: see HPE
 - Health, Physical Education, 215
- Health Education
 - Courses, 215
- High School Students
 - Early Admission for, 15
 - Joint Enrollment, 15
- History
 - Courses, 216
 - Programs, 70, 120, 121, 122
- History and Anthropology
 - Department of, 61
- History Requirements, 56
- Honors, Graduation with, 56
- Hours: see Unit of Credit
- HPE Courses, 220
- Humanities
 - Courses, 222
 - Minor, 123
- Humanities Requirement, 54
- Immunization, 20
- Incompletes: see Grading System
- Instructional Supervision Certificate, 124
- Insurance, 57
- International Students, 18, 36
- International Studies
 - Minor, 124
- Job Placement, 3
- Joint Enrollment
 - High School Students, 15
- Journalism
 - Courses, 187
 - Programs, 96
- Junior Class Standing, see Student Classification
- Languages and Literature
 - Department of, 62
- Late Registration, 32, 33
- Latin
 - Courses, 222
- Law
 - Legal Studies Program, 147
 - Paralegal Program, 140
 - Pre-Law Program, 124
- Law School Admissions Tests (LSAT), 4
- Learning Disabilities, 47
- Legislative Requirements: see Special Legislative Requirements
- Life Enrichment Student Admissions Requirements, 15
- Lyceum Series, 2
- M.Ed. Programs
 - Administration and Supervision, 83
 - Counselor Education, 102
 - Early Childhood Education, 107
 - Elementary Education, 130
 - Health and Physical Education, 119
 - Secondary Education: English, 155
 - Secondary Education: Mathematics, 156
 - Secondary Education: Social Science, 157
 - Special Education: BD, 165
 - Special Education: Interrelated, 166
 - Special Education: LD, 167
 - Special Education: MR, 168
- Majors, 54
- Majors
 - Also see "Academic Programs" section of this catalog.
 - Rules Governing, 57
- Management
 - Courses, 222
- Management, Marketing, and MIS
 - Department of, 64
- Marketing
 - Courses, 225
 - Faculty: see Management, Marketing, and MIS, 64
- Master of Education: see M.Ed.
- Mathematics
 - Admissions Requirement, 12
 - Courses, 46, 227
 - Programs, 125, 126, 127, 156
- Mathematics and Computer Science
 - Department of, 62
- Matriculation Fee, 32
- Maxwell Performing Arts Theatre, 6
- Media Services Center, 6
- Medical College Admission Test, 4
- Medical College of Georgia, Cooperative Programs, 127
- Medical School Pre-Professional Program, 128
- Medical Technology Program, 128
- Military Science
 - Courses, 46, 231
 - Department of, 62
 - Programs, 61, 131
- Military Science 103, 231
- Miller Analogies Test, 4
- Minors, 54, 57
- Minors
 - Rules Governing, 57
- MIS
 - Courses, 224
 - Faculty: see Management, Marketing, and MIS, 64
- Mission Statement, 1
- Motor Vehicle Registration Fee, 32, 33
- Music
 - Applied Music Requirements, 135
 - Courses, 46, 232
 - Programs, 134, 135, 137, 138
- Music Fees, 33
- National Council for Accreditation of Teacher Education (NCATE), 1
- National League for Nursing, 1
- National Teacher Examination, 4
- National Teachers' Examination, 170
- NCAA, 2
- NCATE, 1
- Non-Traditional Studies, Credit for, 58
- Nursing
 - Courses, 238
 - Department of, 62
 - Programs, 139
- OPIDS, 49
- Optometry Pre-Professional Program, 140
- Out-of-State Fees, 32
- Paine College, 18
- Paralegal
 - Courses: see Political Science
- Paralegal Certificate Program, 140
- Pharmacy Pre-Professional Program, 140
- Philosophy
 - Courses, 239
 - Faculty: see Political Science and Philosophy Programs, 140
- Physical Disabilities
 - Students with, 49
- Physical Education
 - Courses, 54, 58, 240
 - Faculty: see Health and Physical Education Programs, 118, 119
- Physical Education Requirements, 58
- Physical Science

- Admissions Requirement, 12
- Courses, 46, 241
- Programs, 141, 142
- Physics
 - Courses, 241
 - Programs, 143, 144, 145
- Placement
 - Job, 3
- Plagiarism, 37
- Plagiarism: see Academic Probation
- Police, Campus: see Public Safety (737-1401)
- Political Science
 - Courses, 243
 - Programs, 70, 145, 146, 147, 148, 149
- Political Science and Philosophy
 - Department of, 62
- Post-Baccalaureate Teacher Education, 78, 79
- Pre-Dentistry: see Dental School
- Pre-Engineering: see Engineering, 128
- Pre-Law: see Law
- Pre-Medical: see Medical School
- Pre-Optometry: see Optometry
- Pre-Pharmacy: see Pharmacy
- Pre-Veterinary: see Veterinary
- Predicted College Average, 12
- Predicted College Average: see Admissions Requirements
- Freshman
- Program Changes: see Curriculum Changes
- Programs, Academic, 83, 85
- Provisional Admission to M.Ed., 11
- Provisional Admission to Teacher Education, 79
- PSAT, 28
- Psychology
 - Courses, 46, 247
 - Department of, 62
 - Option in Social Science Certification, 70
 - Programs, 150, 151, 154
- Public Relations/Advertising
 - Courses, 188
 - Programs, 97
- Public Safety (737-1401), 59
- Quarter Hours, Quarter System: see Unit of Credit
- Reading
 - Courses, 46, 251
- Readmission of Former Students, Requirements for, 17
- Reese Library, 6
- Refunds, 34
- Regents' Testing Program, 4, 55, 59, 65, 76, 78
- Registration, 31
- Repeating a Course: see Course Repeat Policy
- Repeating a Course, Policy on, 45
- Research Center, 60
- Residence Classification, 35
- Residence Requirement, 55, 56
- ROTC: see Military Science SACS, 1
- SAT, 4, 12, 14, 15, 16, 19, 30, 45
- School of Arts and Sciences, 45, 54, 61
- School of Business Administration, 45, 63
- School of Business Administration
 - Advisory Board, 63
- School of Education, 45, 69
- Secondary Education
 - Graduate Programs, 155, 156, 157
 - Undergraduate Programs, 154
- Security, Campus: see Public Safety (737-1401)
- Senior Citizens, 36
- Senior Class Standing, see Student Classification
- September Experience: see Teacher Education
- Seventy-hour Rule: see Graduation Requirements
- Social Science
 - Admissions Requirement, 12
 - Programs, 157, 158
- Social Work
 - Courses, 46, 252
 - Programs, 158
- Sociology
 - Courses, 46, 252
 - Department of, 62
 - Option in Social Science Certification, 70
 - Programs, 159, 160, 161
- Sophomore Class Standing, see Student Classification
- South Carolina Residents
 - Fees for, 32
- Southern Association of Colleges and Schools (SACS), 1
- Spanish
 - Courses, 255
- Faculty: see Languages and Literature
- Programs, 161, 162, 163
- Special Legislative Requirements, 70
- Specialist's Degree Programs, 170, 173
- Speech
 - Courses, 188
 - Programs, 98, 105
- Speech Requirement, 54
- Speech Requirement: see Graduation Requirements
- START UP Center, 5, 31
- Student Academic Appeals, 70
- Student Academic Grievances, 71
- Student Classification, 76
- Student Government Association, 5
- Student Government Constitution, 5
- Student Load, 76
- Student Organizations, 7
- Student Publications, 5
- Student Records, 77
- Student Services Fee, 32, 33
- Student Teaching: see Teacher Education
- Study Abroad, 2
- Study Abroad
 - Courses, 256
- Substitution of Courses, 77
- Suspension, 77
- Teacher Education
 - Department of, 69
 - Programs, 69, 70, 77, 83, 89, 93, 106, 107, 108, 113, 115, 118, 119, 121, 126, 129, 130, 137, 142, 144, 149, 155, 156, 157, 163, 164, 165, 166, 167, 168, 169, 170, 172
- Teaching Certificates, 79
- Testing, 4
- Thesis, 56
- Time Limit for Graduate Degrees: see Graduation Requirements
- Time Limit for Graduate Studies, 56
- TOEFL, 18
- Transcript Fee, 32
- Transfer Credit for Graduate Students, 80
- Transfer Students, 16
- Transient and Co-enrolled
 - Augusta College Students, 80
- Transient Students, 17
- Transportation Fee, 32, 33
- Tuition: see Matriculation Fee
- Unit of Credit, 80
- University System of Georgia, 50, 75, 81
- Veterans, 58, 82
- Veterinary Pre-Professional
 - Program, 172
- Vocational Education, 172
- Withdrawals, 34, 38, 44, 47, 52, 53, 59, 82

20. What is your intended degree and major program of study? (Refer to instructions page.)
 Degree: _____ Major Program of Study: _____
 If your desired Major Program of Study or your area of interest is not listed, please describe: _____

21. What is the highest degree you intend seeking at Augusta College?
☐ Associate ☐ Bachelor ☐ Master ☐ Specialist ☐ None ☐ Not sure
22. What is the highest degree you intend seeking at any institution?
☐ Associate ☐ Bachelor ☐ Master ☐ Specialist ☐ None ☐ Not sure
23. List all high schools and colleges attended including Augusta College. **Failure to list all colleges will delay admissions process.**

| School | State | Campus | Dates Attended | Degree received or Approximate hours earned |
|--------|-------|--------|----------------|---|
| | | | | |
| | | | | |
| | | | | |

24. If you are currently enrolled in high school or college please indicate the courses that you are presently taking and your expected last term of attendance:

25. Date on which you took (or plan to take) the SAT or ACT: _____
26. Are you a U.S. citizen? ☐ Yes ☐ No (If no, skip to #27.)
 Current state of residence: _____ Since what date? _____
 Current county of residence: _____ Previous state of residence: _____
27. Are you a Resident Alien? ☐ Yes ☐ No (If no, skip to #28.)
 Alien Registration Number: _____ Country of citizenship: _____
 Current state of residence: _____ Since what date? _____
 Current county of residence: _____ Previous state of residence: _____
28. Do you hold any type U.S. visa? ☐ Yes ☐ No (If no, skip to #29.)
 Visa Type: _____ Expiration date: _____
 Country of citizenship: _____
29. Do you need a U.S. student visa? ☐ Yes ☐ No (If no, skip to #30.)
 Country of citizenship: _____ Native country: _____
30. What is your native language? _____
 If your native language is not English, you must provide an official report of scores for the Test of English as a Foreign Language (TOEFL).
31. If you have ever been convicted of anything other than a minor traffic violation please explain (include your current status and period of incarceration, if any): _____

32. I certify that the information submitted by me on this application is complete and accurate. I also understand that falsification of or failure to provide information requested may result in my immediate dismissal and/or loss of all credits from the college.

Signature of applicant _____ SS# _____ Date _____
 Please remember to sign the application and enclose \$10.00 check or money order payable to Augusta College.



Application for Admission

Instructions for All Applicants

1. Complete this application form accurately and thoroughly.
2. **Submit the application along with the \$10 non-refundable fee to the Office of Admissions** at the address listed below. Make your check or money order payable to Augusta College.

NOTE: If you have previously enrolled at Augusta College, no fee is required.

3. Arrange to provide the required supporting documents corresponding to your classification as listed below.

NOTE: Official documents are those which are issued, sealed and mailed by the reporting institution(s) to our office.

4. We must receive your application and required supporting documents at least 30 days prior to your intended quarter of enrollment.

NOTE: If you do not enroll for the quarter indicated on your application, your file will be purged after one year. If you plan to delay your first quarter of enrollment, you must file a Change of Quarter/Year in the Office of Admissions.

SPECIAL NOTE FOR INTERNATIONAL APPLICANTS: If you plan to attend Augusta College and enter the U.S. with a student visa, you will be required to submit proof of financial support and all other supporting admissions documentation before we may issue a form I-20. If your native language is not English, you must provide an official report of scores for the Test of English as a Foreign Language (TOEFL).

Degree-Seeking Applicants

Freshman Applicants

If you are a high school graduate or the equivalent and have not attended a regionally accredited college or university, then:

1. Request that an official high school transcript or a copy of your General Education Development (GED) report of scores be sent to the Admissions Office. For tentative action, have a transcript of work in process sent. A final transcript must be sent upon graduation.
2. Have your high school or the Educational Testing Service send CEEB/Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores to the Admissions Office.

Transfer Applicants
 If you have attended a regionally accredited college or university and have not earned a baccalaureate degree or higher, then:

1. Request that official and separate college transcripts from each college attended be sent to the Admissions Office.

Note A: Students with less than 45 quarter hours (30 semester hours) of transferable Core Curriculum credit must also satisfy freshman requirements.

Note B: Students graduating from high school in spring 1988 or later with less than 45 quarter hours (30 semester hours) of transferable Core Curriculum credit must also satisfy the College Preparatory Curriculum.

Note C: Applicants who have only enrolled in a "non-college transfer" program at a regionally accredited technical college must satisfy freshman requirements.

Life Enrichment Applicants

If you are a high school graduate or the equivalent, have attempted fewer than 20 quarter hours of college work, and your last college or high school attendance was at least five years ago, then:

1. Have an official transcript from each college attended and a high school transcript indicating graduation or a copy of your GED report of scores sent to the Admissions Office.
2. Take the Collegiate Placement Exam on your assigned test date.

Additional Undergraduate Degree Applicants

If you hold a baccalaureate degree from a regionally accredited college and wish to pursue another undergraduate degree, then:

1. Request that official transcripts from all colleges attended be sent to the Admissions Office.
2. Schedule an interview with an admissions representative by calling 706-737-1632.

Former Augusta College Students

If more than one year has elapsed since your last enrollment at Augusta College, you must file a Former Student Application in the Office of the Registrar. If you have enrolled in any other school since, or if you wish to change your classification, you must file a new application in the Office of Admissions.

(over)

Augusta College • Office of Admissions

2500 Walton Way • Augusta, GA 30904-2200 • (706) 737-1632

Augusta College is an affirmative action/equal opportunity institution.

Teacher Certification

If you hold a baccalaureate degree or higher and are seeking teacher certification, please submit this application and all required documents to Augusta College School of Education, 2500 Walton Way, Augusta, GA 30904-2200.

Post Baccalaureate and Post Graduate Applicants

If you hold a baccalaureate or a graduate degree from a regionally accredited college and plan to enroll in undergraduate courses as a non-degree student, then you must request that an official transcript be sent to the Admissions Office from the college or university which awarded the highest degree. In order to gain permission to enroll in courses for which prerequisites are required, you must present transcript copies showing previous college credit for these prerequisites to the chairs of the departments offering the desired courses.

Note: Applicants holding a baccalaureate degree or higher who wish to pursue a graduate degree must contact the appropriate graduate department for a graduate application form and instructions.

Early Admission and Joint Enrollment Applicants

Qualified high school students may enroll for college courses while completing their enrollment in high school as a junior or senior. This type of enrollment is primarily designed to provide the opportunity to take courses not available in the high school curriculum. For requirements and other details, please contact the Office of Admissions or high school guidance office.

Transient Applicants

If you are enrolled and in good standing in an undergraduate or graduate program at another regionally accredited institution and plan to attend Augusta College for one or two quarters, then have a letter indicating eligibility and permission from the registrar of the institution in which you are presently enrolled sent to the Admissions

Office. In order to gain permission to enroll in courses for which prerequisites are required, you must present transcript copies showing previous college credit for these prerequisites to the chairs of the departments offering the desired courses.

Audit Applicants

Applicants interested in enrolling in college courses who do not wish to receive college grades or credit may enroll as audit students. Such students must satisfy all class requirements as stipulated by the instructor and satisfy the following admission requirements:

1. If completion of high school is the highest educational level obtained, the applicant must submit an official high school transcript or GED report of scores.
2. If the applicant has attended any regionally accredited college or university, the applicant must submit an official transcript of the highest level of college work completed.
3. All audit students must schedule an interview with an admissions representative.



SPECIAL NOTE TO STUDENTS WITH DISABILITIES: Students with physical or learning disabilities should contact the Augusta College Office for the Promotion of the Independence of Disabled Students (OPIDS). You may telephone OPIDS at (706) 737-1411. Please call before sitting for the Collegiate Placement Exam.

SPECIAL NOTE FOR UNDECIDED MAJORS:

If you are undecided about your major at this time, you may indicate "undecided" and receive advisement in the Start Up Center which will provide services to help you decide about your future.

Degrees and Major Programs of Study

Associate of Science
Associate of Science in Nursing
Associate of Applied Science in Criminal Justice
Bachelor of Arts:

Art
Communications
Elementary Education:
-Early Childhood
-Middle Grades

English
French
History
Music
Political Science
Psychology
Sociology
Spanish

Bachelor of Business Administration:

Accounting
Finance/Economics
General Business
Management
Marketing

Bachelor of Fine Arts:

Studio Art

Bachelor of Music:

Music Education
Performance

Bachelor of Science:

Biology (Includes Pre-Med/Dent)
Chemistry
Computer Science
Mathematics
Physical Science
Physics

Bachelor Science in Education:

Special Education
Health & Physical Education
Education of the Mentally Handicapped

Secondary Teacher Education programs available:

Biology
Chemistry
English
French
History
Mathematics
Physics
Political Science
Spanish

One Year Certificate - Paralegal
CFA Preparation (non-degree)
Pre-Med/Pre-Dent (non-degree)



Application for Admission

1. Please indicate the quarter in which you plan to enroll at Augusta College:
☐ FALL/19 ☐ WINTER/19 ☐ SPRING/19 ☐ SUMMER/19
2. Planned attendance: ☐ Full-time or ☐ Part-time
3. Social Security #: _____
4. Date of Birth: _____ (MM/DD/YY)
5. Home Telephone #: _____
6. Work Telephone #: _____
7. Last Name _____ First Name _____ Middle Initial _____
8. Previous Last Name _____
9. Street Address _____
10. City _____ State _____ Zip Code _____

OPTIONAL: FOR REPORTING PURPOSES ONLY

11. Sex: ☐ Male ☐ Female
12. Ethnic Origin: ☐ Caucasian ☐ Black ☐ Asian or Pacific Islander
☐ Hispanic ☐ American Indian or Alaskan Native

13. Occupation and place of employment: _____
14. Are you affiliated with Fort Gordon? ☐ Yes ☐ No
If yes, how so? ☐ Active Duty Military ☐ Civilian Employee
☐ Active Duty Dependent ☐ Spouse or Dependent of Civilian Employee
15. If you are veteran, please indicate your discharge date and type: _____
16. Parent's/Spouse's place of employment: _____
17. Is either parent an Augusta College alumnus? ☐ Yes ☐ No
18. What is your admission classification?
☐ Freshman ☐ Life Enrichment ☐ Additional Baccalaureate Degree*
☐ Transfer ☐ Joint Enrollment* ☐ Post Baccalaureate
☐ Transient ☐ Early Admission* ☐ Post Graduate
☐ Transient Graduate ☐ Audit*

*Applicants in these categories should contact the Office of Admissions to schedule a personal interview.

19. Have you ever attended Augusta College (other than Continuing Education)? ☐ Yes ☐ No
If yes, last quarter enrolled: _____ If yes, last name then: _____

Augusta College • Office of Admissions

2500 Walton Way • Augusta, GA 30904-2200 • (706)737-1632

Augusta College is an affirmative action/equal opportunity institution.





AUGUSTA
COLLEGE

Augusta College

2500 Walton Way

Augusta, GA 30904-2200

706-737-1405

An Affirmative Action/Equal Opportunity Institution

Non-Profit
Organization
U.S. Postage
Augusta, GA
30904-2200
Permit No. 28